

Educational Supplement

FIRST PUBLISHED 1910 PRICE 18p



Aristides waves the flag

In the days of George and Victoria

This description of King George's V's Silver Jubilee comes from a book of such pieces, Records of Jubilation, published by the Maidenhead Teachers' Centre.

In order that there might be a competitive spirit among the different schools, it was decided by the school teachers that there should be no mention of schools or names of scholars, but in fairness to the youthful performers, from the youngest to the oldest of school age, it should be recorded that they sustained the parts allotted to them with credit, and the onlookers showed their appreciation of the tableaux in costume, etc by frequent rounds of applause.

The programme by the Infants and Juniors comprised an instructive tableau, 'GAT; PIG; DUCK' jubilee; dancing and playing the Maypole; a pageant illustration of the verses composing the British Isles; a dance, with mushrooms of an enormous size dancing prominently, as also did a small red cloud in white wool to represent a robit and whims antics provoked the crowd to much laughter; an interesting pageant, 'Sailors; The Old; New'; illustration of the methods adopted by four parrots for the education of the young; and a procession band who sang half a dozen popular airs with a little lady as the conductor.

Earlier in the afternoon, when the tea hour had arrived, the children marched in orderly procession through a tent and on route they were presented with a Jubilee commemorative mug filled with tea and a packet containing bread and butter, cake, etc, for their tea. The Mayor and Mayoress, who each pre-

sented the first mug and pocket of food to two children, remained to the end and assisted the other helpers, many of whom were members of the Jubilee Celebrations Committee, in the distribution of the food and mugs.

Queen Victoria's Golden Jubilee in 1887 produced a magnificent celebration for London schoolchildren in Hyde Park, attended by 30,000 children chosen by ballot (weighted in favour of those with good attendance records). The Queen drove round in a carriage. The Rev J. R. Diggle, then Chairman of the Board, was at the top of his form, handing out presents to the children from



Adorning a Victorian Jubilee mug.



Queen Victoria's Golden Jubilee in Hyde Park.

the specially purchased stock of 72,000 mugs, 42,000 medals, 1,000 Jubilee skipping ropes.

For entertainment there was Herr Winkelmeier, the Austrian giant reputed to be 8 feet 9 inches tall, and 1,000 gas balloons, 100 side-shur, eight-piece entertainment, theatres, thirty 'knuck' em. dows' and Aunt Solles, eight harpists to the accompaniment of 30,000 mugs, 30,000 slices of cake, 60,000 loaves of bread and 9,000 gallons of lemonade and ginger beer.

Treats flourished in all the lug books; not only the kind of treats which day and Sunday schools used shamelessly to bribe children to attend, but also the festivals and displays which the London School Board mounted with enthusiasm and a gift for public relations. These included the splendid concerts and music competitions at the Crystal Palace where over 4,000 children would sing supported by up to 230 instrumentalists from school orchestras. From 'A Hundred Years of London Education' (Allen Lane, the Penguin Press).

Blue blood on the till

With a target of £10m to reach by December, the Queen's Silver Jubilee appeal has a long way to go. And it will not have been helped by the sudden death of Sir Michael Hawkins, the appeal secretary and the nearest thing it had to a chief executive.

At the end of May only £1,500,000 had come in, though I was assured, 'a lot more is promised'. They had not, for example, counted the door-to-door and street collections undertaken since last July, for example, the members of the British Legion. The countrywide collecting organization has still not turned in its proceeds.

This organization is based—some-what non-ironically perhaps—upon the lords' benefactors of the counties and, under them, the lord mayors. Twice already there have been parties at the palace to wish their consciences and, in case that is insufficient incentive, a grant has been raised; the counties set to keep half of what they raise for their own local Jubilee funds, handing over the other half to the central trust.

The trust itself has been grafted on to the trustees of the King George V Jubilee trust (headed by KG V). That trust which collected £10m in 1935, has been administered by a staff of three paying out the income for such projects as playing fields. 'The emphasis on that occasion was on the community to attend, but now the festivals and displays which the London School Board mounted with enthusiasm and a gift for public relations. These included the splendid concerts and music competitions at the Crystal Palace where over 4,000 children would sing supported by up to 230 instrumentalists from school orchestras. From 'A Hundred Years of London Education' (Allen Lane, the Penguin Press).

Sir Michael—one time private secretary to the Duke of Gloucester

—was KG V's secretary and until, on the new appeal on top of that job. Apart from him there is a heavy loading of top persons heading the various committees and sitting up the council, all volunteers, and a marked scarcity of Indians. To help with the day to day work he had the appeal secretary Mr William Chalmers, who has retired from retirement for the purpose (he was secretary and director general of the Commonwealth War Graves Commission until 1975). Colonel Martin Hastings, and the honorary deputy Secretary, Vice-Admiral Sir Gerard Mansfield.

The trust aims to start paying out to the first lucky recipients sometime in the autumn though the appeal does not close until the end of the year. The lion's share of the money will be going to established youth organizations, Guides, Scouts, St John Ambulance Brigade, that sort of thing. 'We wanted to avoid a proliferation of bureaucracies', according to Nigel Vinson, a Jubilee trustee who is to top up the funds of those who are strapped for cash but who are doing an excellent job.

A lot of the money will probably be spent in the form of regular grants to such organizations but some will be used for special projects. One they were looking at favourably, for example, was a proposal from a Scout group in Hampstead for a scheme to be called 'unarooned mums' in high-rise flats.

The combination of establishment names and close links with the traditional organizations (uniformed ones prominent among them) seems rather to put paid to any hopes that the fund might stimulate some radical new approaches to involving the most disadvantaged young people in the areas of worst deprivation.



And now here is your Jubilee homework.



Back from the palace: boys from Rutherford School, London head home after running through Hyde Park to Buckingham Palace to present a loyal petition to the Queen. More jubilee pictures, page 6.

How to close down the school system

Mrs Shirley Williams and her senior officials are worried about the possible impact of the Holland proposals on secondary schools and further education. Under the Holland plan, the Manpower Services Commission would expand educational maintenance allowances offering teenagers an alternative to unemployment and on allowance of £16 a week tax free.

What the DES is now asking, will be the effect of this large cash incentive on boys and girls who might otherwise have been expected to continue in full-time education at school or college? 'How to close down the school system' is how one economist, Richard Layard at LSE, saw the Holland proposals. And there must be many who would see the risk there, by offering such a generous allowance to those who leave school at the earliest opportunity and then have difficulty getting a job, the Holland proposals might actually increase the number of early leavers and defeat its own object by increasing the number of boys and girls choosing employment or job experience.

Even if it did not actually make things worse it would certainly not make it any easier for anyone to return to full-time education at school or further education after enjoying the benefits of a work experience placement — yet it certainly should be regarded as a possible consequence of such experience that a boy or girl might recognize the need for better qualifications. Given the unsatisfactory way in which discretionary awards are now administered, nobody could bank on replacing the MSC's £16, plus £2 for travel, with a local education authority grant.

Nevertheless it is to an improvement of educational maintenance allowances (EMAs) that Mrs Williams is bound to look, to do something to mitigate the damage the Holland allowances could do to schools and further education. The present situation is, in any case, indefensible. The allowances are too small; the means test is too severe; the local authorities are not obliged to seek out those who need them.

Only just over £1m is devoted to them in England and Wales as a whole. Those who do receive them only get an average of £2 22p a week—a small sum to set alongside the actual cost of continued attendance, not to mention the cost of earnings (or supplementary benefits or MSC allowances) forgone. They order these things rather better in Scotland, where the average payment is £5 a week and the local authorities act in a more uniform way.

A few calculations suggest that even a small improvement to the maintenance allowance might have beneficial effects. It is estimated that if the EMA were raised to £5 a week—for schools and further education—and it was mandatory on local education authorities to pay them against a means test similar to that used for free school meals, there would be about 135,000 recipients—that is to say 90,000 of those who now stay on, and an additional 45,000 who would do so, given some financial support. The estimated cost would be in the region of £20m to £25m.

Student boom baffles planners

The Department of Education and Science is in a quandary about how to cope with the student boom which took place in the early 1960s. The number of would-be students is likely to go up substantially in the next five years but then fall off towards the end of this century. If the polytechnics and universities take on extra staff to meet this boom, they could be faced with the difficulty of laying them off.

Such questions will be discussed in a DES paper to be published later this summer. Auriol Stevens and Philip Venning report, page 3.

NATFHE confers Resisters resisted

Ballgrogan resolutions opposing cuts and the social contract were adopted by the National Association of Teachers in Further and Higher Education.

Warnock report

A report that Mrs Warnock's committee will not recommend speedy integration of the handicapped into ordinary schools has met with mixed reactions.

Prehistoric parents

Parents came under fire this week from the Association of Head-Mistresses, who heard that some children lived in 'caves'.

Mixed views

The tendency to see mixed-ability teaching in black and white terms is a characteristic of those making public pronouncements rather than those implementing it in the classroom.

No comment

Although not ideally suited to the work of a Sales Representative with this company I can see no reason to question his abilities for an appointment with you as an Assistant Education Officer.

Student boom baffles planners

The Department of Education and Science is in a quandary about how to cope with the student boom which took place in the early 1960s. The number of would-be students is likely to go up substantially in the next five years but then fall off towards the end of this century. If the polytechnics and universities take on extra staff to meet this boom, they could be faced with the difficulty of laying them off.

Such questions will be discussed in a DES paper to be published later this summer. Auriol Stevens and Philip Venning report, page 3.

NATFHE confers Resisters resisted

Ballgrogan resolutions opposing cuts and the social contract were adopted by the National Association of Teachers in Further and Higher Education.

Warnock report

A report that Mrs Warnock's committee will not recommend speedy integration of the handicapped into ordinary schools has met with mixed reactions.

Prehistoric parents

Parents came under fire this week from the Association of Head-Mistresses, who heard that some children lived in 'caves'.

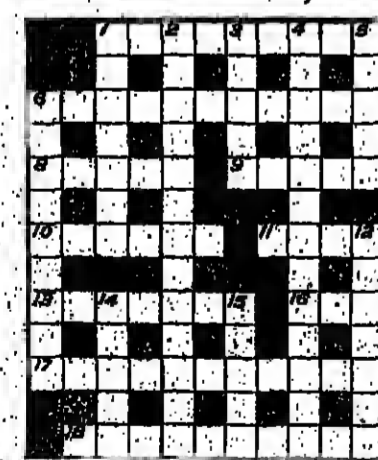
Mixed views

The tendency to see mixed-ability teaching in black and white terms is a characteristic of those making public pronouncements rather than those implementing it in the classroom.

No comment

Although not ideally suited to the work of a Sales Representative with this company I can see no reason to question his abilities for an appointment with you as an Assistant Education Officer.

Crossword No 1,088



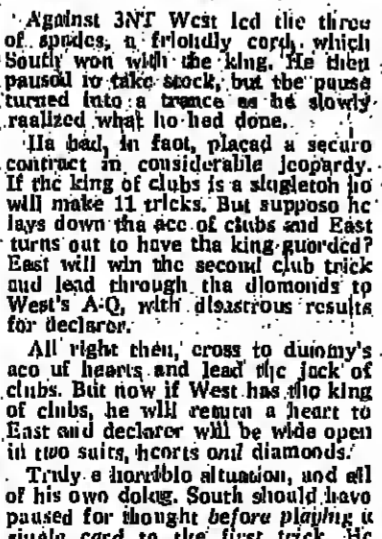
- Across: 1 Old trials from a pipeline? (6, 4); 6 Competitions where there is no danger (6, 7); 8 Evidently there is access to this part of the river (5); 9 Aha! Let one see the look (7); 10 Euro where the sweet bliss (Shelley) (6); 11 Staid back and let the Metropolitan Police (16); 13 Month when there must be something brewing (7); 16 This speech declares that I am an old farm labourer (5); 17 Synonym among Dons? (6, 7); 18 Sould equals men (10).

Down

- 1 Bill for an old circus (7); 2 For sweeping out the joint? (8, 5); 3 Miles of Lidos (5); 4 Not the dairy produce for the Mansion House (7, 6); 5 Ancient name in negro handouts (5); 6 Received a blow in the wings (6, 3); 7 Shows a fault of the water jump (13); 12 Eastern scholars introduced by nature spirit (7); 14 His home work keeps out the rain (5); 15 Put spin on the shot (5); 16 on to Puzzle No 1,087.

Bridge

Someone (Chauswitz, maybe?) once said that time spent in reconnaissance is seldom wasted, but South in today's first deal was no student of military history.



Against 3NT West led the throw of spades, a frightful card, which South won with the king. He then passed to take stock, but the pause turned into a truce as he slowly realized what he had done. He had, in fact, placed a secure contract in considerable jeopardy. If the king of clubs is a singleton he will make 11 tricks. But suppose he lays down the ace of clubs and East turns out to have the king, guide East will win the second club trick and lead through the diamonds to West's A-Q, with disastrous results for declarer. All right then, cross to dummy's ace of hearts and lead the jack of clubs. But now West has the king of clubs, he will return a heart to East and declarer will be wide open in two suits, hearts and diamonds. Truly a horrible situation, and all of his own doing. South should have paused for thought before playing a single card to the first trick. He would then have seen that his singleton king of spades was a smere and a delusion, and a menace to pedestrians and traffic. Whatever happens to the eventual club finesse, only two spade tricks are needed, not three. South must win the opening lead with dummy's ace of spades, using his own king underneath it. He then runs the jack of clubs, and does not care where the king is. If East has it, South will make 7 club tricks, the ace of hearts and the A-Q of spades, for one over-trick. If West has it, he will win but can do no damage. South is protected in all suits and will still make 6 club tricks, the ace of hearts and A-Q of spades, for the grade 9 he needs. South did a little better in the next deal, but not quite well enough.

North opened one diamond, South bid INT, and North raised to JNT, for reasons not explained. However, West did not relish the opening lead, and eventually tried the king of clubs, to the four, eight and two. This was a good duck by South, who saw a glimmer of hope in an absurd contract, provided West could be persuaded to continue clubs. West took his partner's eight as a signal, and continued with the queen, ridding himself of South's Both comp. South now had the lead, and was able to clear the A-K of spades before the defence could clear either of his red suits. But alas, there was no way for his hand to make the established tricks (2 hearts, 2 diamonds and 3 clubs) for two down. Once again, a moment's thought before playing to the first trick might have shown him the best line. He must play dummy's six of clubs under West's king, and then dummy's 10 under the queen. He (as before), with the club ace (as before), clears the spades, thumps the jack, and returns to the good spades in his own hand by leading dummy's carefully preserved four of clubs to his own five 1. Thus he makes 2 spade tricks, 2 hearts, 2 diamonds, and 3 clubs. Of course, if West switches to a red card at the second trick, the contract is down, but taking full advantage of opponent's errors is the mark of the good player.

John Graham



EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1N 8EZ, Telephone 01-837 1234

More thought on sixth forms

It looks as if the DES had second or third thoughts on the proposed circular sixth form plan. Both Mr Shirley Williams and Mr Gordon Oakes have gone out of their way to raise the question of small sixth forms and their inefficiency (both in terms of the use of resources and in the range of subjects which they can offer). Now, it seems, before any circular is to be issued, the matter is to be re-examined for further study in the Expenditure Saving Group—Education.

What has happened so far could be seen, in part at least, as a vindication of DES attempts at open government. By flying like a kite Mr Oakes's provocative speech to the Head Masters in March—and not keeping their sills to themselves, ministers have done the things they have done—and attention on an issue which is not going to go away just because people in the schools do not want to know about it. And they have generated enough feedback, before committing themselves formally to a circular, to indicate the sensitive issues on which more work is needed.

The prompt and forceful response which came from the JLEA behind the scenes and in the form of Mr Peter Newell's letters in this paper and to Education, has underlined the need to work out an agreed basis for measuring sixth form costs. The argument has to take place within a framework which can assess not only the cost of different sixth form structures in 11 to 18 comprehensive schools, but also the costs of any practical alternatives and the possibility of actually achieving any savings which may theoretically be possible.

Closing down the system

What many people inside the channels of DES officials, chief education officers, regional and local authority association officials who constitute the ESCE (see Appendix, page 27) will want to be sure of, is that the educational system is receiving the best possible attention of the economic and financial considerations are difficult but not impossible to disentangle.

Peter Newell on the campaign to abolish caning in schools Spare us Europe's blushes

Interlocking or torturing prisoners, birching juveniles and now beating children: a squalid succession of cases against the United Kingdom government have been paraded through the European Commission of Human Rights.

What has happened so far could be seen, in part at least, as a vindication of DES attempts at open government. By flying like a kite Mr Oakes's provocative speech to the Head Masters in March—and not keeping their sills to themselves, ministers have done the things they have done—and attention on an issue which is not going to go away just because people in the schools do not want to know about it.

It looks as if the DES had second or third thoughts on the proposed circular sixth form plan. Both Mr Shirley Williams and Mr Gordon Oakes have gone out of their way to raise the question of small sixth forms and their inefficiency (both in terms of the use of resources and in the range of subjects which they can offer).

Letters to the Editor

Marking time: too much or too little?

Sir,—From personal experience as the head of an English department in a grammar school I can confirm the over-word of R. V. Bateman's concern with the lack of time available to teachers in state schools to mark and assess the work of their pupils properly (Letters, May 27). Obviously much more than five minutes per pupil is required to do a worthwhile job, and thus every evening and week-end for 15 years was occupied until I had even more my wife's head on my shoulders.

Student boom puts pressure on places—and planners

The baby bulge of the early 1960s is producing headaches for education planners.



Will there be room for him in the 1980s?

Their problem is to create enough university and polytechnic places for that bulge generation when it comes on to the higher education market in the next five years without tying their hands on how to deal with falling population later.

The problem, which arises because the birthrate peaked in 1964 and has been falling steadily ever since, will be eased in a DES report on higher education numbers to be published this summer. The paper is not a policy document as such, but it sets out the projections the DES is using to work out its policy on higher education first up to 1981 and then in more tentative form into the late 1980s and early 1990s.

At present there are no firm projections for higher education numbers beyond 1981. The target figures for 1985 have been revised downwards steadily over the last few years, mainly because the number of young people qualifying for higher education has not risen as fast as expected.

All their sums must be done again

Falling population calls for a rethink of all the financial sums affecting education, according to a local government working party.

Fire-fighters move in to damper FE spending

The Council of Local Education Authorities is to establish a high-powered fire-fighting team to help local government to keep down the cost of their advanced further education.

Lecturers to join plea for training council

A call for a national council on teacher training is likely to be made later this month by the National Association of Teachers in Further and Higher Education.

Birmingham schools opt out

All five of the King Edward VI Foundation grammar schools in Birmingham have decided to go independent, rather than join the city's comprehensive system.

Have you a thinking family?

You may not yet be in a position to teach thinking skills directly to your pupils. But with your family you make your own decisions. The THINK-LINK pack designed by Edward de Bono provides a convenient gymnasium for thinking exercises.

More letters, pages 12, 13

National Association of Teachers in Further and Higher Education Conference, Harrogate

Report by Bert Lodge

Backing for pay policy—but only just

Deloitte took a harder line than their executive in opposing the social contract and cuts in public spending. They, in fact, stopped short of declaring no further support for any social contract, accepting instead the executive view that it was only the present concept of the contract that was wrong...

Time is ripe for closed shop

A call for a closed shop for college lecturers was made last weekend by Mr Jack Hendy, retiring president, at the annual conference of the National Association of Teachers in Further and Higher Education.

"I think the time has come when we must well advise our members to decline to cooperate or work with individuals who decline to associate with us," he told delegates representing over 60,000 lecturers in further and advanced education and teacher training at Harrogate.

All-out stand against all cuts

A demand that the union should make an all-out stand against the cut-back in initial and in-service training brought an angry but unsuccessful intervention from Mr Tom Driver, general secretary, who retires this year.

He urged members to support an amendment which would oppose the size of the cut rather than reject it outright. Opposition to the entire cut-back in teacher training, he said, emanated in effect from calling on NATEFHE members that they could not be a stage on the road to a complete unity of the profession.



Tom Driver

Unanimous support for Liverpool dispute

An emergency resolution pledging full support to Liverpool members in their fight to get a conditions of service agreement was passed by the Liverpool education authority was carried unanimously.

Links with training raise difficulties

The conference opened with a call for urgent Government action to help unemployed 16-19 year olds. A motion, voted by the young people, was the Government's proposals, unopposed last month to spend £260m on the education and training of this group—but pressed for a unified Department of Education, Science and Training.

Mr Tom Driver warned the conference that any advance on this front would be difficult because of the TUC's opposition to becoming involved with the DES. An 'Outcast' motion condemned the course provided by the Training Services Agency as a threat to the high standards in the FE sector was defeated.

Mr Geoff Carter said the proposals behind the schemes was wrong. While the education budget is contracting, the TSA funds are expanding. I find that suspicious. Neither the training nor the educational content of the courses were satisfactory.

Mr Mike Stokes, Yorkshire and Humberside, said that at Barnsley Technical College, 350 hours of extra time had been needed to develop a TEC mining course. It was estimated that running the course would demand another 160 staff-hours a week.



Industry on wrong track, heads told

Britain's economic crisis had nothing to do with children who could not read or add up, the president of the National Association of Head Teachers said last week.

Mr F. C. Mills, in his inaugural address to the association's annual conference in Southport, said people were in danger of being seduced by the 'mooted superficial connexion' between Britain's economic performance and the academic standards of some school leavers.

Too many are 'born to fail'

The tragic plight of five-year-olds unable to talk, eat or walk was revealed in head teachers' week. Mrs J. Leake, head of Four Dwellings Junior School, Birmingham, told the conference in Southport that all children should be tested at five years of age to identify those who needed special help.

Survival kit urged for locked out leavers

A survival kit for school leavers with no academic qualifications was proposed by Mr J. Swallow, head of Ougar Comprehensive School in Essex.

Teacher alleges pressure to resign

A London teacher now working in Bangor Regis has lodged a complaint with an industrial tribunal alleging constructive dismissal against her former employer, the City of London Education Authority.

£42 a week rise—target

Head teachers voted this week to demand pay rises of up to £42 a week. Two years of pay restraint had left the heads lagging behind other teachers every time a salary increase had been negotiated, the conference was told.

Mr Clifford Fisher, head of Berkeley School, New Brighton, Surrey, said other teachers got more money in salary increases without any increase in their workload. "We have been awarded a miserable £189 year. Take away income tax, national health insurance payments and superannuation and only £1 or even 50p a week is left."

Mr Fisher said, because of Government policy, they had not been able to negotiate the country's economic problems. The conference deplored the erosion of differentials and called for their restoration to an earlier opportunity.

Mr Fisher, with executive backing, urged local authorities to negotiate heads' salaries independently of the Education Authority. "We hoped the best people would be kept on the land, not to achieve this we must push the professionals with a professional salary commensurate with their responsibility."

What about CEE? Mrs Williams asked

The Schools Council and the National Union of Teachers have asked Mrs Shirley Williams, the Education Secretary, what she is doing about proposals for the Committee of Extended Education Certification.

Mr Peter Ashby, deputy president of the NUS, said the proposal was a major disappointment. The NUS had always thought that if the handicapped were to get an equal chance to go on to higher education, they must have the opportunity to mix socially and academically with their peers.

Boos and cheers greet Warnock report hints

by Diane Spencer

There have been very mixed reactions to the report that the Warnock Committee will not recommend the speedy integration of handicapped children into ordinary schools.

The National Union of Teachers, for example, welcomes the retention of special schools whereas the National Union of Students sees it as remarkably backward looking. The committee, chaired by Mrs Mary Warnock, research fellow at St Hugh's College, Oxford, is likely to lay down stringent minimum standards of staffing, buildings, and equipment before an ordinary school can accept any of the costed 2000 children with physical or mental handicaps.

Mr James Loring, director of the Spastics Society, was also pleased. "I do not believe that the handicapped should be educated in ordinary schools unless it is to the advantage of the child in some cases it is, in others, no." He said he was alarmed, as was the committee, at the number of educational administrators who knew nothing about the subject, but who thought they had official blessing in close special schools in anticipation of section 10 of the 1976 Education Act which has yet to come into operation.

The council's suggestions for the examination went to the Department of Education last June after the governors had voted for it by 55 votes to two. Mrs Williams said in October that she wanted the scheme to be discussed by outside organizations. Nothing has been heard since.

HOHNER CLASS No. 9509 RECORDER The unbreakable breakthrough from Hohner £12 Special introductory pack

HOHNER CLASS No. 9509 RECORDER The unbreakable breakthrough from Hohner £12 Special introductory pack

To HOHNER LTD, 39-45 Colindale Avenue, London NW9 1NR. Tel: 01-733 4442. Please send me explanatory leaflet on the CLASS 9509 recorder with full details of the special introductory offer.

PERSONAL COLUMN

Gerry Fowler

The writing is on the wall

he noted most school leavers who entered further education directly would receive in the future as in the past, no financial support whatsoever, while those who proceeded to the MSC programme would receive £18 a week.

PERSONAL COLUMN

Gerry Fowler

The writing is on the wall

But these arguments apply equally to the education of school and further education opportunities for the same age group. And of late there is little to show here, save the few, but sinister, schemes of unbridled vocational preparation.

PERSONAL COLUMN

Gerry Fowler

The writing is on the wall

But the real danger is the creeping takeover of responsibility for the 16 to 19 by the Manpower Services Commission. Training schemes originated as one response to the army of the unemployed, but they have become a major political palliative too.

PERSONAL COLUMN

Gerry Fowler

The writing is on the wall

But the real danger is the creeping takeover of responsibility for the 16 to 19 by the Manpower Services Commission. Training schemes originated as one response to the army of the unemployed, but they have become a major political palliative too.

PERSONAL COLUMN

Gerry Fowler

The writing is on the wall

But the real danger is the creeping takeover of responsibility for the 16 to 19 by the Manpower Services Commission. Training schemes originated as one response to the army of the unemployed, but they have become a major political palliative too.

L.e.a.s deny casting off drama students

by Bert Lodge

Claims in a letter to *The Times* last month that a growing number of local authorities would be casting off drama students within the next two years—leading to the crippling of many drama schools—were challenged this week by local authority spokesmen.

The letter, signed by Lani Harewood, president, Kenneth Flynn, vice-president, and 13 other members of the National Council for Drama Training, came from the Drama Centre, London Ltd, a private school founded 14 years ago and with a staff of 80 students. Fees there are £325 a year.

Pointing out that drama students depended on discretionary grants, the letter claimed a number of councils had already suspended all such awards and that many more were expected to do so in the next two years. It went on to forecast that by September most of the schools might have received "crippling blows".

The Conference of Drama Schools represents 15 establishments recognized by the Department of Education and Science. Almost 30 colleges of music, drama and dancing are listed in the current *Education Committee's Year Book*.

Mr Paul Gilmer, registrar of the Drama Centre, said the centre had conducted a recent survey which showed that nine authorities had this year suspended awards to drama students wishing to pursue drama courses. These included Sunderland, Liverpool, Oldham, Calderdale and Salford.

A spokesman for Liverpool education authority admitted that last year no students were funded for drama courses—compared with 56 students in 1976-77. He said the authority hoped to revert to its former policy of funding all deserving cases from September this year.

A spokesman for Sunderland said he had no strict policy and every application was considered on a further education sub-committee. He said he had made no cuts in this type of award in the current year and the number of discretionary awards would be maintained in 1977-78. But in considering applications, the authority consulted the drama adviser who might not recommend every establishment, even though it was recognized by the DES. "It takes into account such considerations as employment prospects once the student's course is over and the particular drama school relevant here," the spokesman said. Oldham

had assisted students on courses at three or four of the better known drama schools in the past two years. In the Salford area, there had been no cuts in awards in drama students, a spokesman said. As with applications for music courses, each was considered separately by the committee.

Several authorities maintain their policies towards such applications have not changed. Mr Gurion Crompton, principal education officer for further education, North Yorkshire, said the authority had become less generous in the matter but it was not critical that for what he called "the creative arts" this austerity would not apply. They confined awards to recognized establishments.

A spokesman for Essex county education authority said the authority was looking to grant as many awards for drama, music and ballet as there were final year students relinquishing them. The total number of this type of award was around 45 at present. The authority had a list of up to 10 establishments it regarded as acceptable.

Oxfordshire admitted a cut of just over £40,000 in discretionary awards this year but a spokesman stressed no discrimination was made against drama students. They were seen as interviewed by the county adviser.

It is apparent that it is the smaller, lesser-known establishments which are feeling the austerity measures of local authorities. Prestige places such as the Royal Academy of Dramatic Art and the London Academy of Music and Drama have no fears of a shortage of students.

Mr Richard Donoghue, the national secretary of RADA, said he had come across only two cases of difficulty. One authority had high level courses and another offered to pay only a proportion of the fees.

Miss Margaret Brown, administrative secretary, LAMDA, said she expected the situation to be similar. She thought perhaps the Drama Centre had been unfortunate. She knew of one authority, Cornwall, which had never funded a student in LAMDA.

A spokesman for Equity, the actors' trade union, said grants for drama courses should be mandatory. But in the past it had worried local authorities on several occasions against wasting public money on sending students to drama schools when there was no prospect of work for them.

Minister queries foreign grants

Mrs Shirley Williams, the Education Secretary, has questioned the traditional practice of allowing foreign students to study in Britain to be selected for awards by their own Governments.

Speaking at the London University Institute of Education, she indicated that this system could lead to places when students in properly vetted fields to appear in Britain. The DES is also known to be concerned about the possibility of students being selected for awards on other than academic grounds.

Mrs Williams said that Britain as a democracy had a responsibility for refugees, their education and welfare. But this responsibility had to be put on a "heavier and more demanding" basis than that of other countries.

How to ask about the environment

The growth of environmental education has meant that bodies with only the faintest connection with pollution, conservation, resource and recycling have been inundated with requests from schools for information. The requests are often directed to totally inappropriate organizations, they tend to be vague and likely to remain unanswered because no return postage is included.

Now the Council for Environmental Education and the Countryside Trust have produced guidance for schools seeking the sort of information in response to requests they have received from government sponsored and voluntary

All teachers should be able to teach in a multi-cultural world. Britain's education system did not reflect the multi-racial society in which people now live although it was conscious of the demands being made on it.

Mrs Williams added: "When it comes to the way subjects are taught in school then it would not be true to say that they are infused with a sense of international understanding. We need to teach history, language and the sciences with some aspects of international understanding."

Some colleges of education had done some excellent work in this respect but they were only a handful. One of the tasks of the future will be to make international

Jubilee 1977



Above: a party in Jubilee Park, London. Below: a young girl in a multi-cultural world.

association of Head Mistresses conference, Scarborough

Inadequate' parents blamed for classroom rebels

Reports by Stephen Cohen

fish parents who put their own interests before those of their children were criticized last week by a diversity professor.

Too many parents were unfit to bring up young people, Professor Hawkins of York University said at the annual conference of the Association of Head Mistresses. The reason that some schools had high truancy rates, constant vandalism and violence was because some parents were inadequate to bring up their children, he said.

"The schools I have been looking at where truancy and school absence run at one third or more of the school population, where vandalism is constant and violence of various kinds is taken for granted, where classroom behaviour is poor and motivation to learn is low, the main reason is that too many parents are simply inadequate to the role of parent."

There are no routines or times for getting up or going to bed, at times do not exist. Meals are even served on a table. Meal times are unknown. Food is served from a shelf, from a cupboard or a tin in the inter-vening TV programmes. Children wander in and out of empty unfurnished caves as adults themselves do, without purpose or pattern in their lives. In these vacuum homes, a sense of our children's self-future is learning to become a generation of inadequate parents in a never-ending circle.

Professor Hawkins said he did not think many of these "vacuum homes" existed. "But since empty, are the lip of an iceberg of social irresponsibility and inadequacy," he said.

Great numbers of comfortably middle-class parents who would be shocked to be included in the

vacuum home category seem quite unaware of the sheer investment of time and thought that being a good parent involves."

Perhaps a majority of parents had turned aside to their adult pleasures, to making money, and to selfish, trivial pursuits so that they had no time for the young, many of whom are growing up left to their own devices like the children in *Lord of the Flies*.

"Parenthood means above all being willing to invest time, patience and interest in the job of bringing up children. Professor Hawkins said he had been in schools where three-quarters of the children arrived at 9 am, not from homes, but from baby-minders where they had been left an hour earlier.

Their last time with adults had to be restored, he said. The proposal 10 years ago in the Plowden report that adults should be used

as teachers' aides in classrooms was the most important tactic devised. But that was killed by the teachers' union, he said.

"Perhaps no single greater disaster to the education of children from inadequate homes has been done in our time." He put forward a plan to bring students into school classrooms to take part in an "intimate, sensitive, individual dialogue with children who have been robbed of an adult to whom they can relate, who can be a model and with whom they can explore how the world works".

Children needed someone to listen to them and to learn that there was no need to shout. These lessons could not be learnt when a group of 30 shared a single teacher's attention. "Still less in a baby-minder's crowded bedroom, and not even in a middle class home if mum's shopping or golf are more important."

"It is a tragedy to go to a conur-

hation like Birmingham and see the thousands of children whose angry lives cry out for an adult to take them by the hand, and to observe the thousands of full-time students on state grants making no contribution whatever to a job that they are eminently equipped to do."

Each student should spend one year attached to a family as a tutor to a child.

Students could transform the problem in a generation if they had the will. But they have been conditioned to think of their education as a process of "getting" not giving. It is a hard lesson to unlearn."

It was even more tragic that so many of the deprived children were black and failed to climb up the educational ladder. Special attention should be given to providing compensatory education and positive discrimination for this group, he said. Otherwise their prejudices against society would become ombit-

tered and conflict would result. Within schools, older pupils could help by tutoring younger ones. Pupils who had been through such a system, where older children helped the younger to learn, would prove to be better parents and be more able to give their adult time to children whom society had cheated.

Professor Hawkins said he did not want to offend parents who were crying hard and struggling under terrible circumstances of poverty and despair, but the most important problem facing comprehensive schools was inadequate homes.

The headmistresses are to vote in a merger with headteachers. A ballot of members of the Association of Headmistresses will shortly be held and the signs are that the new organization called the Secondary Heads' Association, will be approved.

New direction is a wrong direction—president

Proposals for a national framework for school curricula were criticized by the president of the Association of Headmistresses.

Miss Mollie Blake, who is also head of Manchester High School for Girls, said the conference that the Green Paper which is to follow the great debate on education is likely to set out the Government's proposals for a national framework. This would be a step in an entirely new direction, she said.

"One of the strengths of English education has always been the freedom of its schools and I seriously wonder whether such a fundamental change might eventually lead to our schools more than any gain could justify. Would it lead to even tighter central control of the detailed content of curricula and what about the increasing demand for participation by the community in the organization of schools?"

"I wonder whether it is possible to justify such a sweeping reform which might change all schools out of any recognition in order to improve the few that have failed to offer a sensible and effective balance of subjects to all their pupils."

"Surely there are other ways to strai as a goal than by swallowing a camel. To be reasonable and open-minded we first have to assess the digestibility of the camel before it is too late to wish after all that we had chosen a goat."

But Miss Blake said that changes in the curriculum and the way children were taught to read, write and calculate.

"Of course, we accept that in almost all our schools there are boys and girls who are literate and whose behavioural problems not only take up a disproportionate amount of our time and energy but also become eventually counter-productive to their own long-term interests."

Teachers know how to improve standards, she said, but the public purse was empty and if the nation could not afford changes, then standards would be left to slip back. Suggestions for separate sixth-forms would have a devastating effect on parts of the school curriculum, she said. "Many of the arguments concerning cost effectiveness are based on doubtful criteria, for teaching is a labour-intensive industry and must always be so."

Continuation of education as fewer pupils entered school would lead to an older and more static teaching force. "Promotion will be less easy," said Miss Blake.

It was a scandal that so many young people were out of work. "After being poised expectantly on the brink of their working lives, many of last year's school leavers are still waiting to find work, and the longer this scandal lasts the more complete will be their lifelong frustration and bitterness—surely not a good preparation for the demands that will be made on the man's work force of tomorrow and we know that in only a few weeks they will be joined by this year's leavers in their search for work," she went on. "Are we really bringing our imagination to bear on this nightmare? What help are we giving them? What are we doing to match the existence of redundant premises and unemployed teachers with the need of the school leaver without a job? Shall we leave the resources to rot or are they going for a song?"

Miss Blake also said it was scandalous that the number of unsteady school places was so low, particularly in some of the most deserving areas. At the other end of the system, day release was still only available for 50 per cent of young workers and even less so for girls.

4 NEW CAREERS EDUCATION TITLES FROM CRAC

Work It Out

ANTHOPOLOGY OFFICE
PRILE CASSETTE & RECORDING SERVICE
UNTEL 80 FINE
2177

Work It Out is a practical guide to finding a job, starting a business, and setting up a company. It covers everything from job hunting to negotiating a contract. Each of the five sections can be filled into an untraced double period, though this can be varied according to the age and ability of the pupils. The Teacher's Notes contain suggestions for follow-up activities and methods of using the material. An optional audio cassette contains interviews with young people who have left school and have started work in various occupations.

The Job Quiz Book

The highly successful 'Bull's Eye' series, Tony Crowley provided the foundations for an effective careers programme. In The Job Quiz Book he provides a novel method of generating job ideas and extending young people's knowledge of different occupations by means of quizzes, tests, puzzles, crosswords and legends. Designed for fourth and fifth year pupils in mixed ability groups, The Job Quiz Book combines instruction with fun and humour. Answers are included at the back of the book with further information and suggestions for follow-up.

Time Between

A guide to work and service before, during and after higher education. Introduction by Harry Rae and Neil Scott.

The latest, updated edition of a handy and practical guide for sixth formers and students, previously entitled *While You Wait*. It outlines the many opportunities for voluntary service and paid employment at home and abroad which are open to young people between leaving school and starting on a course of higher education, or immediately after graduating, or even during their academic course.

Decide For Yourself

Bill Law, Senior Fellow at the National Institute for Careers Education and Counselling.

A new, updated edition of an established careers education programme for fifth and sixth year students, designed to help them towards a career choice that is based on a sound knowledge of their own personal qualities, needs, interests and values. In the new package, the self-assessment and job-assessment exercises have been removed from the Classbook and assembled in a self-contained Workbook which the student can fill in as the programme develops. In the new format *Decide For Yourself* is tailor-made for its purpose to set young people thinking objectively about themselves and to assist them towards the self-understanding which is the prerequisite of good career choice.

CRAC

To: Publications Department
Hobsons Press (Cambridge) Ltd
Bateman Street
Cambridge CB2 1LZ

Please send me (tick below)

CRAC Publications Catalogue

Work It Out (further information)

The Job Quiz Book (further information)

Decide For Yourself (impression copy)

Name:

Position:

School address:

.....

Signed:

Date:

The Job Quiz Book

Why the moon quakes and Venus rumbles

Science diary
by
John Maddox

The exploration of the solar system continues, creating as many new puzzles as new explanations. Here is a handful of things gathered from the current journals, and shining new light on the moon, Venus and Uranus.

First, the moon. The first Apollo missions to the moon were equipped with small seismological seismometers, with the result that there are now records of moonquakes going back to 1969. The seismic instruments were, in fact, designed by a group at the Massachusetts Institute of Technology led by Dr Frank Press who is now President Carter's new science adviser, and a group of his colleagues left behind at MIT to have prepared, conclusively, that moonquakes are caused by tidal stresses set up in the moon by the earth and the sun (Science, May 27).

only a first approximation. In reality there should be variations of the pattern of tidal stresses every 27 and 207 days, the first period being that of the earth's revolution and the second the period of time over which the earth-moon system is disturbed by the sun.

At the northern end the radar images suggest that there may be a long chain of volcanoes. At the other end the trough divides into two branches. For all the world, as it were, the moon seems to have the appearance of being the result of tectonic activity of some kind—it is a land of huge African Rift Valley.

Information has been coming from the observations made by several laboratories on March 10 this year, when Uranus passed in front of, or occulted, the faint star SAO 158687, an event that was cleverly predicted in advance, and was observed from Perth (Western Australia), Cape Town and from an aircraft called the Kuiper Airborne Observatory flying along the northern coast of Australia and carrying a team of astronomers from Cornell.

Mini moonquakes, it appears, occur between 600 and 1,000 kilometres below the surface of the moon. One striking feature of the pattern of moonquakes is that these tend to be focal within the body of the moon at which moonquakes tend to recur, and by now no fewer than 18 such focal events have been identified by means of the four automatic seismic stations left on the moon by the Apollo missions 12, 14, 15 and 16.

The notion that tidal forces might be responsible was suggested as soon as it became apparent that there is a sharp increase in the pattern of moonquakes out of earthquakes (which are mostly raised by the convection in the earth's crust which is also responsible for continental drift), and so what has been done at MIT is to calculate the pattern of tidal stresses within the moon and to correlate this with the occurrence of moonquakes.

None of the rings entirely blocks out the light from SAO 158687, which suggests that, as with Saturn, the rings are made up of small boulders, pebbles or even dust.

None of the rings entirely blocks out the light from SAO 158687, which suggests that, as with Saturn, the rings are made up of small boulders, pebbles or even dust.

The result is straightforward and convincing. Tidal stresses in the moon are determined almost entirely by the earth's gravitational pull. Although it might be thought that the moon would have been since accommodated itself to these stresses by rotating on its axis more or less with the speed of the earth's revolution, in fact it does not.

The best series of records is for moonquakes at a buried focus quite near the landing sites of Apollo 12 and Apollo 14, for which more than five years of records exist. For the first two of these years, when the focus was especially active, there seems to have been a moonquake at this focus whenever the pull of the earth at that point was greatest, but it is suggested that there may be some internal stress within the moon that could be relieved only when the earth's gravitational pull could help to lift the different layers of rock away from each other.

For the astronomers, this discovery is undoubtedly a big step forward in our knowledge of other celestial bodies. Because the rings are so much bigger than the planet, occultations involving the rings should be much more common than those in which the planet itself is involved.

For the astronomers, this discovery is undoubtedly a big step forward in our knowledge of other celestial bodies. Because the rings are so much bigger than the planet, occultations involving the rings should be much more common than those in which the planet itself is involved.

Venus is a bigger puzzle than the moon, chiefly because the surface is hidden by dense clouds and thus cannot be observed directly. Now, however, two people at the Jet Propulsion Laboratory in California, using a radio telescope at the Goldstone Tracking Station, which

occurs at centimetres wavelengths, have produced radar pictures of the surface of Venus which raise all kinds of awkward questions.

An account of the work (also in Science for May 27) shows several large surface features whose coincidence cannot easily be reconciled. The most startling of the features now observed is a huge trough running north-south on the surface of the planet for at least 1,400 kilometres. The trough is 250 kilometres across and two kilometres deep.

Information has been coming from the observations made by several laboratories on March 10 this year, when Uranus passed in front of, or occulted, the faint star SAO 158687, an event that was cleverly predicted in advance, and was observed from Perth (Western Australia), Cape Town and from an aircraft called the Kuiper Airborne Observatory flying along the northern coast of Australia and carrying a team of astronomers from Cornell.

Language report reveals plight of Asian women

by Mark Jackson

Up to 60 per cent of Asian women in Britain speak little or no English, many have no chance of learning and some have no desire to do so in case it means losing their cultural identity, according to a Community Relations Commission report published recently.

Study aims to identify basics

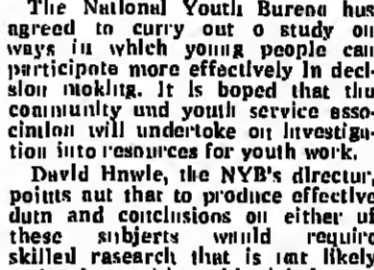
The Training Services Agency is embarking on a study which will provide facts likely to affect the teaching of basic skills in secondary schools. The agency is trying to find out exactly what school leavers need to know in order to do various kinds of jobs.

The study is part of a larger programme of research into group skills set up by Mr Geoffrey Holland, the chairman of the Manpower Services Commission's workgroup which produced the Holland plan for unemployed school leavers.

These courses are mainly attended by senior school and college teaching and administrative staff and by L.E.A. administrative and advisory officers. Some vacancies still exist on the Diploma in Education Management and M.Sc. courses starting in September 1977.

School to work

This week: TSA research project - Youth forum - careers staff - technicians.



The National Youth Bureau has agreed to carry out a study on ways in which young people can participate more effectively in decision making. It is hoped that the community and youth service association will undertake an investigation into resources for youth work.

Youth forum just for talking

The youth service forum set up with a flourish last summer by the education secretary is alive and well but doing little more than talking.

London gives priority to careers guidance

The Inner London Education Authority has decided to give high priority in its in-service training programme—one of the few that is being expanded rather than run to career's teaching.

COURSES

SHEFFIELD CITY POLYTECHNIC

PART-TIME COURSES IN EDUCATION MANAGEMENT

These courses are mainly attended by senior school and college teaching and administrative staff and by L.E.A. administrative and advisory officers. Some vacancies still exist on the Diploma in Education Management and M.Sc. courses starting in September 1977.

FULL-TIME COURSES IN EDUCATION MANAGEMENT

SSRC BURSARIES Applications are invited for Social Science Research Council Bursaries which are offered for the one year full time Diploma in Education Management Course.

SSRC STUDENTSHIPS Applications are also invited for Social Science Research Council Studentships which are offered for the full time M.Sc. in Education Management course.

MID GLAMORGAN EDUCATION AUTHORITY

- MOUNTAIN LEADERSHIP CERTIFICATE**
RESIDENTIAL TRAINING COURSE AND ASSESSMENT COURSE
23rd-30th JULY, 1977
COURSE FEE £28
- SAILING ON BALA LAKE**
30th JULY-6th AUGUST, 1977
RESIDENTIAL COURSE FOR BEGINNERS
COURSE FEE £28

West London Institute of Higher Education

SECURE YOUR FUTURE

CONVERT TO MATHEMATICS TEACHING

We offer the new D.E.S. retraining scheme to newly qualified teachers (mandatory grants), or experienced teachers.

CERTIFICATE IN COUNSELLING

One year part-time course 33 weekly evening sessions from 6th October in the underlying psychodynamics of counselling. Lectures and seminars for Teachers, Social Workers, Health Visitors, Probation Officers, Marriage Counsellors, Ministers and allied professions.

Philip Venning on a boffin's dream of beaming educational programmes round the world

Watch this space...

Anyone who believes that the benefits of the American space programme fizzled out with non-stick frying pans, pocket calculators and a few handfuls of moon dust should talk to Kary Joels. The next stage of the programme—the space shuttle—should have an enormous impact on everyday life and could eventually transform the education system, Dr Joels believes.



The idea of big communications satellites is still only under study by NASA. It has no commitment to build one, yet Dr Joels believes that a demonstration one could still be in orbit by the mid 1980s.

Slow learners at risk under mixed ability

A survey on mixed ability teaching and how it affects slow learners is being carried out by the National Association for Remedial Education. The association admits that, in spite of the benefits of greater flexibility in teaching methods and the avoidance of labelling and stigma, mixed ability classes do result in failure for slow learners.

Snub for TEC engineering courses

The Technician Education Council, set up to clear a path through the jungle of different technician qualifications in further education, received a setback last month when it was announced that there are no plans to withdraw the bulk of HND courses in engineering.

People

Mr Frederick Donald Ball, principal of Huntingdon Technical College, is to be principal of Hestings College of Further Education.

SPECIAL ANNOUNCEMENTS

Briefing Course Mathematics Applicable
September 9th-10th, 1977
Reading University

The Schools Council Mathematics Applicable Project's series of students' books will be fully available for the first time this September. The books form a course leading to a new AO level examination in Applicable Mathematics. This short residential course provides a briefing on the material, the teaching style needed, etc.

Entertainments

LEEDS PLAYHOUSE
Calverley Street, Leeds 42111 (10 am-8 pm)
Wednesday, June 15th-Saturday, June 25th

GHOST TRAIN TO CORNELIAN BAY
by Janet Dale
the premiere of an exciting play for 7 to 12-year-olds
Directed by Michael Allanborough
Times: 10 am (Sat 10.30), 2 pm (Sat 2.30).

'Now we must be both red and expert'

In the wake of the downfall of the Gang of Four, China's leaders are emphasising the need for a "back to basics" movement in education. John Cleverley, recently in Peking, reports.

An unprecedented public airing of the deficiencies of China's educational development since the Cultural Revolution is under way. The Chinese have proved more willing critics of their much-vaunted "revolution in education" than most Western observers. Too often visitors to China have taken statements of purpose and intent as evidence of successful practice. Now the Chinese way, proposed by some as a model for Western and developing societies, is itself in process of major re-evaluation.

The process in part of a national questioning. The opportunity to attribute blame to the "Gang of Four" has been seized upon by many to open a new chapter. The Cultural Revolution was a sector where radical philosophy was strongly entrenched. It is in line for early re-moulding. As at the top, high posters in Peking have demanded that the name of the first Minister of Education since the Cultural Revolution, Chou Jung Hsin, be cleared. Middle of the road Chou died from a stroke in mid-1976. Allegedly following severe criticism from radical policy makers.

Open criticism of the Cultural Revolution school reforms could first be heard of last year, when to voice dissent was tantamount to endangering one's career. Publicly outspoken critics like the university vice-chancellor, Li Ping, who claimed that university students had fallen drastically, were pilloried as "rightist deviants" and "anti-Party". Merit is now being discarded in their analyses.

In many educational institutions loyalty to the radical line, and the reporting of disloyalty, became a route to power. Sanctions applied fell little short of terrorism. A recent graduate of Peking Language Institute wrote: "Their programmes were not creative, but their omissions were not. This helps explain why many of the young, who could well have supported them, did not. Then the 'radicals' over China after training had the effect of removing their power base. Many leading figures of the Four in educational institutions have been purged; teachers have been apologetic; teachers have been apologetic; teachers have been apologetic. At the Peking Foreign Language Institute, personnel are reported to have "gone away". The Joint Christian Group of Peking University and Tsinghua, which led the attack on Liu Ping, the university conservative, has been named "a mouthpiece of the Gang of Four". The Philosophy Department, which "university is reported to have declined."

A major reinterpretation of the Cultural Revolution is under way. The bloodshed of its closing years is openly alluded to: the young of that period are called "tools of the proletariat". At the same time, "civil war" during the Cultural Revolution. There is talk of "reversing the blood debt". A revolution of the pre-1966 generation is implied in the present directives, where the worth of the old cadres is essentially reaffirmed.

In a discussion in Sien I was told: "Chairman Mao's revolution carried out in the last 10 years of experimentation in education were not allowed to come to any conclusion. What we speak of red and expert last year was meant red only—now we mean red and expert. The Gang of Four's required now a relative stability. We must take Lenin's admonition 'to learn education' as the demanding goal."

The change in policy is not regarded as a deviation from Mao's principles. It is seen as making good practices previously subverted by the Gang of Four. Nonetheless, many teachers were never happy about the returns of the Cultural Revolution, and would willingly revert to the ways in which they were taught or trained.

Hence some Chinese see the direction of change as a return to better days. Others herald it as inaugurating and refining the existing Maoist revolution. The former view is stronger among the old, the latter among the young. Although the alignments are not mutually exclusive, they represent two strong poles. The crucial dilemma is: will the shifts in policy necessarily curb the clock back; or can they serve basic Marxist principles?

This re-thinking is a product of dissatisfaction with the output of the schools and universities over the last few years. And intellectualism in the radical philosophy is blamed. The anti-Confucius campaign with its anti-intellectual bias is generally agreed, got out of control.

Two attacks on the radical philosophy were published in November, 1976. The first, coming from the Mass Criticism Group of the Ministry of Education, reported a talk by Chang Chun Chiao, one of the Four. A year back Chang had spoken of two persons trained in different ways: one with both bourgeois consciousness and culture; the other with bourgeois consciousness but without culture. Which kind of person do you prefer? Chang retorted rhetorically: "I prefer workers without culture to exploiters and intellectual aristocrats with culture."

Chang's Ministry officials declared, was in effect calling for the abolition of intellectual education, and claiming that "study is useless". The workers which the Gang of Four wanted were "precisely slaves who would remain ignorant forever".

The second attack, the denouncing of Chiao's speech, occurred in a "poco setter" of 1973, covered the same old, Chiao was famous for handing in a blank paper in his university entrance examination insisting that his work had left him no time for study. The reluctant candidate was admitted to university, joined its leading body and became a national spokesman for radical policies. Over the years, Chiao was lauded for "going against the tide" and it was rumoured that he was in line for Minister of Education in a new administration.

Now the Chinese have also said that Chiao did in fact hand a paper, that it had gained him six marks, and that he had apologetic a note requesting "the leadership of the various levels to take me, a production team leader, into consideration from among the candidates". This plea, released in response to the public platform, did not endear him much to onlookers, and his downfall appears unimpaired.

A serious charge now laid against the Cultural Revolution generation is its lack of discipline. It is said to result from the misinterpretation of Mao's dictum that "going against the tide is a principle". Cheng Chiu Chiao is accused of inflammatory comments for declaring in a Shougang speech that when two boys fight they are displaying good spirit. "On the contrary," a primary school teacher at Ching Wei School told me, "heretic spirit comes from long training in good conduct. It is the 'good spirit' that has been destroyed by the Cultural Revolution."

These charges must be set in the context of something of a reaction against youth in Chinese affairs. They are said to be "too forward in affairs". In Peking, a senior official spoke of China's ill-disciplined schools as if this was common knowledge and declared they would soon be abandoned. Such statements were bitterly protested by a young Shanghai graduate whom I reported them. "An emphasis on the balance of the past, when one was made of the best zest, creativity and vigour of the young."

Even so, self-criticism sessions are increasingly regulated. Pupils are discouraged from voicing contrary opinions in class; the number of these sessions is being reduced—some to only once a term; and they are being scheduled following examinations, or after the introduction of new teaching plans.

Some agreement on the expert role of the teacher can be read into Song of the Gardeners. In this novel, the author tells how a patient teacher and an older girl intimidated a difficult child. The film was banned previously on the grounds that the female teacher had usurped the role of party secretary (although it was made clear that she herself was a party member). I was told, but there were objections to the teacher's independent role, which went against the line that "intellectuals cannot lead".

The main thrust of Chinese education, work experience, is being re-assessed. In the late sixties, the pupil spent up to two months out of every six in factories, communes or farms. This time has been gradually reduced. The time in the schools I visited was four weeks a half year for senior middle school pupils, and two for first-year students no longer receive open door factory work experience. And work experience for some seniors at Peking University has been delayed because "production is behind".

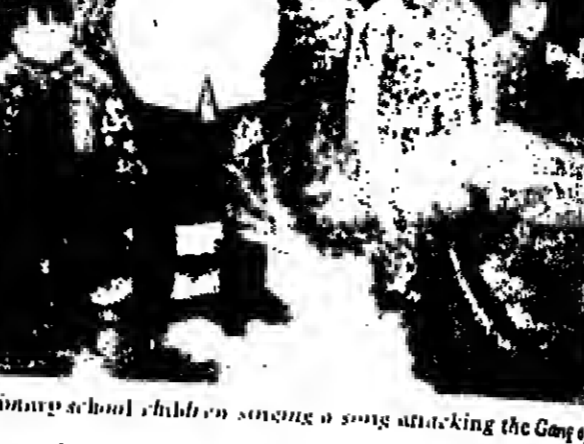
Most think that work programmes could be more effective. Students report standing around and being allocated menial jobs and being criticized for arriving inappropriately dressed, and factories complain of the burden of finding jobs for the unskilled youngsters, and of disruption to output.

There is a problem in the growing independence of factories. The electric motor factory at Runking Middle School No. 16 operates on an external budget, employs its own workers, and puts its surplus into a machinery expansion plan for school utilisation. The fear is the academic curriculum, once freed on limited space and overworked facilities of work experience, would emerge in a socialist country like the Four for taking their own time. Most readers would agree about the value of work experience, but they are unwilling to see it replaced by a more highly organized.

Many parents and pupils continue to oppose the practice of sending high school graduates to the countryside. It worries some educationists. It is believed that the two-year break has lowered tertiary entrance standards. Because political reliability has been a major factor in selection for tertiary studies, little incentive for private academic study has existed on com-

muons. Nor is there any certainty that knowledge learned there can be used in a future career. For students are mostly directed to communes. In moves to improve study facilities, some communes are allowing extended study hours, and some English language programmes have been sent to the same commune. The break in study is said to work against the production of high grade mathematics. Before Liu Ping's admission to let them enter university direct from middle school.

Young people sent to the countryside usually return to local factories or other jobs within a few years. While the policy has enabled China to avoid the problems of the under-employment of educated youth which plague developing countries, it has refused to leave home and apply for work at a nearby factory. Some disaffected youth join gangs in cities like Shanghai where there are reports of them stripping and re-selling bicycles.



Primary school children singing a song attacking the Gang of Four.

The time spent of national institutions is not unutilized, but their standards are not as good as previous academic standards. Over the past year and a half the time in some of one kind or another of compulsory education has been reduced. The time spent in some schools is now less than half that of the day in the past. The biggest breakthrough was this January, when the low on co-education came into force. This gives the unions the right to negotiate on the whole range of management decisions at all levels. It also puts management under an obligation to supply or find out information about company operations needed by the unions.

Remembering the nationwide wave of wildcat strikes in the late sixties, the unions' leaders have turned to education not only to educate local officials to make their power felt by management, but to maintain the support of an informed rank and file.

Government subsidies to trade union schools began in 1970 and union safety stewards and company members taking time off to study are compensated for loss of earnings. At present, there are about 105,000 safety stewards and 6,000 board members, including their deputies.

The largest union, Landsorganisasjonen (LO), which represents 1,800,000 blue collar workers, runs five schools and has plans for several more. Residential courses, usually paid for by the union, currently cater for 15,000 workers a year—50 per cent more than in 1971.

In addition, adult evening classes run by the two union-owned educational associations receive State support. The largest, AFB, run by LO, gives union-related tuition to nearly 90,000 union members a year—treble the number 10 years ago.

Due to the spread of industrial democracy, LO now estimates that 50,000 new union representatives a year need to be trained for the coming year. It has decided to give all union members a year-long course in industrial democracy. The residential schools can only cater for a minority of new representatives, the union has inaugurated an ambitious programme to train 15,000 tutors who will later run local unions. Next spring a national one-week course in education will be organized by the Ministry of Labour, which is co-ordinating 40m Skr (£5.4m) this year. Courses cover business administration, company budgeting, financial analysis, personnel policy, investment, accountancy and economics.

The major unions for salaried and professional workers are running similar courses. Tullverket, a union for safety stewards, organized in 6,500 classes, covers

Managing to teach the workers

Mike Duckenfield on the growing role of Sweden's trade unions in education

STOCKHOLM After decades of limiting their concern to wages, working conditions and production, Swedish trade unions are demanding, and beginning to get, a bigger say in education. Their future influence is certain to grow considerably; not just over adult studies, but in schools and universities.

Awareness of their potential role has been awakened by three recent trends: the move towards a national recurrent education policy, the vocationalization of school and higher studies and, perhaps most important, industrial democracy and the handing over to the unions of many management prerogatives.

A writer of labour laws in the last five years has given union safety stewards the right to hold the boards of all companies with more than 100 employees and given the unions the legal priority of interpretation in all but wage disputes.

The biggest breakthrough was this January, when the low on co-education came into force. This gives the unions the right to negotiate on the whole range of management decisions at all levels. It also puts management under an obligation to supply or find out information about company operations needed by the unions.

Remembering the nationwide wave of wildcat strikes in the late sixties, the unions' leaders have turned to education not only to educate local officials to make their power felt by management, but to maintain the support of an informed rank and file.

Government subsidies to trade union schools began in 1970 and union safety stewards and company members taking time off to study are compensated for loss of earnings. At present, there are about 105,000 safety stewards and 6,000 board members, including their deputies.

The largest union, Landsorganisasjonen (LO), which represents 1,800,000 blue collar workers, runs five schools and has plans for several more. Residential courses, usually paid for by the union, currently cater for 15,000 workers a year—50 per cent more than in 1971.

In addition, adult evening classes run by the two union-owned educational associations receive State support. The largest, AFB, run by LO, gives union-related tuition to nearly 90,000 union members a year—treble the number 10 years ago.

The Irish go to the polls next week. Our correspondent reports from Dublin Voters get election carrots

Class size in primary schools and the position of the voluntary schools at second level are the two major educational issues in the Republic's current general election campaign.

In practice, however, there does not seem to be a great deal between the government and Opposition on these issues. Inflation and jobs are not unimportant dominating the final stages of the campaign before polling on June 16.

The new Minister for Education, Mr Peter Barry, has already preempted the Opposition Flannas Fall's promises in two main areas. He has raised the heating, cleaning and maintenance grant for pupils in primary schools by 33 per cent, just before publication of the Flannas Fall document committing that party to an "immediate increase" in the grants.

And the government has made its own earlier Opposition promise to take all rates off privately-owned, Church secondary schools. At the same time it has also increased the tuition grant payable in respect of pupils at these schools. The only schools not to benefit are those which charge fees, some 5 per cent of the total.

On the vexed question of class size in primary schools, many local parents' organizations are bringing pressure to bear on individual parliamentary candidates to secure commitments to an improvement. The commitments, by both government and Opposition, have been somewhat vague. The government has stated its intention "to reduce the size of over-large classes to a more reasonable level". The Opposition, for its part, has promised to "treat the reduction of the pupil-teacher ratio in primary schools as a top priority, particularly in disadvantaged areas, and to launch courses to meet local needs."

Community interests, including trade unions, will also make up one-third of members of local boards for each group of institutions within a region. Moreover, five of the 13 members of the Government agency for higher education, responsible for central planning, are union nominees.

At the university and college level the unions will also take part in planning tuition content and curriculum details. Each student course is to have its own board and this will be made up of equal numbers of students, teachers and union and employer representatives.

Since 1971, when the vocational, technical and academic streams of upper secondary education were brought together into an integrated school, the shorter vocational lines have been increasing in popularity. However, the unions are now demanding that all upper secondary courses include vocational training and that greater efforts should be made to attract the 30 per cent of 16-year-olds who fall to the vocational schools. They also want to see better vocational guidance and practical training in comprehensive schools. Pupils should be "made more aware of their own strengths and weaknesses" and encouraged to take part in decision-making, the role of trade unions and industrial democracy.

There is little or no quarrel about this, at least from next year, when the SIA reform or the joint work of schools is introduced, unions, employers and schools are to set up joint committees to strengthen ties between school and working life. Trade union influence in schools is not going to be limited to tuition on workers' rights. The effect of industrial democracy has been to give the unions an interest in the aims and methods of teaching. Last year LO congress agreed that schools should prepare students for accepting responsibility and taking part in decision-making. Group work should be encouraged, and pupils allowed to take part in administrative and technical duties within school.

South Africa Major probe into TV influence

from Louis Hoiz JOHANNESBURG

One year after the official introduction of television in South Africa by the South African Broadcasting Corporation nearly 19,000 white pupils in a selected number of schools in the Transvaal and the Cape are being quiz as part of a long-term survey aimed at establishing the social and cultural influence of the medium.

Launched in 1974 by the Communications Media Research Institute of the Human Sciences Research Council in Pretoria, the seven-year survey is believed to be unique of its kind in the western world.

It began with a questionnaire to 2,500 nine-year-old children on such aspects as their personality, their social relationships and behaviour, their needs and values, occupational interests, study habits and attitudes, their use of leisure and of the mass media. A record was kept of their school achievements.

FOR YOUR 1978 SCHOOL JOURNEY CONTACT

NST

SCHOOL & GROUP TRAVEL SPECIALISTS

NST OFFER GUARANTEED FIXED PRICES FOR 1978

NST give an unconditional guarantee that there will be positively NO increases whatsoever on prices quoted in our Continental brochure regardless of increases in cross-channel rates, fuel, hotel rates or any devaluation of the £. (Leaders know from the date of their first enquiry the firm price of their holiday.)

CONTINENTAL TOURS
by British Schoolcoach or by Rail

AUSTRIA—BELGIUM—DENMARK—FRANCE
HOLLAND—GERMANY—ITALY—LUXEMBOURG
NORWAY—SWITZERLAND

are amongst the countries featured in our 1978 PROGRAMME

UK TOURS
by British Schoolcoach or by Rail

NST are introducing a separate U.K. brochure, featuring over 30 attractive centres.

Write in for a quotation and literature
NST, FREEPOST, 1 ALL HOLLOWDS ROAD, BISHOPHAM, BLACKPOOL, FY2 0BR (no stamp required)
Tel. 0253 52625 (8 lines)

LETTERS

Are you my student, asked the visitor

Sir,—I am well used to introducing students on teaching practice to the college tutors who arrive to supervise them and find they have frequently never met each other before. A new twist to the procedure occurred this morning and it may appeal to others as worthy of further development.

Living without the cane

Sir,—I am in issue with Mr White (May 27) over his allegations of "maudlin, sickly and insipid sentimentality" on the part of the members of the Society of Teachers Opposed to Physical Punishment. His assertion as to the usefulness of the cane is insulting respect into the young has no supportive experimental evidence; indeed there is considerable evidence to the contrary.

Law unclear on allowing pupil governors

Sir,—While I agree with much of the article by Tony Travers on pupil governors (April 22) I think he goes too far when he says there are no legal obstacles to pupils of any age and that educational bodies would win any court case brought by the Department of Education and Science.

Playgroups the place for real partnership with parents

Sir,—In "No Cummins Ground?" (May 27) Barbara Tizard gives a penetrating analysis of parent-teacher relationships in nursery schools. Although these relationships are almost always pleasant, with warm appreciation on the parents' part for what the teachers are doing, there exists an enormous gulf between what the teachers want to achieve with the children and what the parents are expecting them to do.

Official recognition, please

Sir,—Your article on parental involvement came at a time when my association was submitting its comments to the DES for the regional conferences and the Great Debate.

COURSES
The University of Sussex
Bachelor of Education Degree (with honours) for serving teachers
Part-time Course commencing in January, 1978

Chemical reaction
Sir, I am grateful to Mr Anderson (May 27) for clearing up any misconceptions I may have had regarding revised publications for the Nuffield chemistry scheme.

THESSIDE COLLEGE OF EDUCATION
CAREERS TEACHERS, COUNSELLORS AND ADVISERS
B.Ed. (C.N.A.A.)
Please write for details of our newly-approved C.N.A.A. B.Ed. which has been specifically designed for intending teachers of younger children (6-13 years), seriously attempt to relate theory to practice and seeks to recruit able young persons committed to work with children of this age group.

Could you afford to die tomorrow?
For complete details of all insurances or investment matters, contact Teachers' Specialists in advising the teaching profession for over 20 years.
Your free booklet please. Ask your consultant to fill in.
Name:
Address:
TEACHERS ASSURANCE
Christchurch Road, Bourne, Lincs.
B.P. 200, Tel: Bourne 29111



ONE WAS HIT BY FALLING ROLLS THEN THERE WERE TWO

Maths: the unequal fight

Sir,—While different people put forward suggestions for solving the mathematics crisis in schools, I cannot help but feel a sense of superficiality in most of the proposals. No one seems to be accepting the advantages gained from organizing, simplifying and systematizing information.

Is technical drawing out of line?

Sir,—For many years, I have questioned whether the knowledge of craft teachers is sufficiently adequate to be responsible for the teaching of geometrical drawing, viz technical (sic) drawing at any level in the secondary school.

Illogical to axe this craft course

Sir,—The "retraining schemes for shortage subjects" throws up one of those small anomalies that keep our education system interesting.

Languages want special status

Sir,—The Audio-Visual Language Association, concerned that pupils should continue to have the opportunity of learning a modern language, welcomes the references to this aim of the curriculum in the draft Of the Green Paper.

More money for more pupils

Sir,—If science is to become an integral part of a compulsory curriculum it is important to establish whether there will be a significant increase in its pupil numbers.

CHOUETTE A! CHOUETTE B! CHOUETTE C!
MAKE FRENCH FUN FOR SLOW LEARNERS.
Chouette! is a flexible series of supplementary material, now complete as three different packs, written by an ILEA team of experienced teachers specifically for slow learners in their second or third year of French.
By using cartoons and colour slides, situational dialogue is presented in simple, useful French, which makes learning the language both easier and enjoyable.
Each pack contains a teacher's book, pupil's book, an open spool tape and 60 slides, and costs less than £13.00.
For further details of 'Chouette! A, B and C' please use the coupon.
To: E.J. Arnold & Son Ltd., Publishing Division, Butterley Street, Leeds LS10 1JX.
Please send me an inspection set of the 'Chouette!' series.
Name:
School:
Address:
Authority:
E.J. Arnold
Modern Languages

COURSES

Homerton College Cambridge 1977-8

RETRAINING COURSE IN MATHEMATICS FOR QUALIFIED TEACHERS

There is still a considerable shortage of qualified teachers of mathematics. Teachers who are interested in mathematics can train in Cambridge to meet this national need. Teachers now in post may be eligible for grants available for other teachers, including the newly-qualified.

Write for details to the Registrar, Homerton College, Cambridge CB2 2PH.

Train Your Brain!

Short intensive courses of practical training based on the work of Tony Buzan. Reading, thinking and learning strategies, memory, analysis, criticism, teaching, exam technique, motivation and concentration.

Great help with heavy studying or teaching work. Courses for those wanting to give study skills support to students at any level. 1-day courses begin July 23, August 10, 17, 24, September 12, also weekend.

LEARNING METHODS GROUP (I.E.S.), 84 HAMPTON ROAD, LONDON SW11 7JZ.
Tel: 01-856 8286 (24 hrs.)

National Association for Remedial Education

14th Annual Course and Conference, August 21st-September 3rd, 1977.

STRATEGIES FOR REMEDIAL EDUCATION

PREVENTION OF "BURNING OUT" IN COLLEGE. Formerly the Margaret Phillips College, 127 Grafton Street, London W1A 1LQ. York, Shire, August 21st to September 3rd, 1977.

Full details and application forms from: Miss S. Walker, 127 Grafton Street, London W1A 1LQ. (Send S.A.E.)

EXPERT HOME TUITION FOR G.C.E.

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Mocking, Secretaryship).

Our exclusive methods of Home Study have brought over 250,000 examinations successes in many first places. As every course is completed in itself no extra work is required.

FREE 100-PAGE BOOK Sent now for a free copy of "Your Career" packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE

DEPT OF TUITION HOUSE

London SW19 4DS. Tel: 7332
24-hour Recording Service 01-84 1192 (Proprietor only)

Accredited by the Council for the Accreditation of Correspondence Colleges

EDUCATION THROUGH SCIENCE

Department of Education and Science W75

Keble College, Oxford

July 25-30, 1977

For all interested in science education in the age-range 11-18. The course is designed to examine the concepts and content of the three sciences which make essential contributions to science education and their relationship to one another.

For further information please write to or call Department of Education and Science HFE, 1 Short, Courage, Elizabeth House, 222-224, Strand, London, SE1 7PH. Tel: 01-8221 extension 3179 or 8185.

INSTITUTE OF GROUP ANALYSIS

1 Blokenhall Mansions, Rickmansworth, London W11 1LP 01-487 6373

The following courses will be run by the Institute of Group Analysis for people working with or interested in groups, small and large, for therapy and training. Two lectures followed by a large group experience, and a cut in the course.

COURSE BEGINS OCTOBER, 1977, until June, 1978, on Thursdays from 2.15 to 5.45 pm.

LABOR GROUP PROJECT to explore experimentally the more specifically group dynamic processes of the Large Group COURSE IN STAFF DYNAMICS, SUPERVISION AND TRAINING for conductors of groups meeting for the purpose of teaching, supervision and understanding of staff dynamics. 30 weeks.

CLINICAL SUPERVISION AND UNDERSTANDING OF STAFF DYNAMICS will be run over the same period to suit various levels of experience.

APPENDIX contains details for those undertaking group observation and observation with objectives. Tuesdays 10.30 am to 12 noon. 30 weeks.

QUALIFYING COURSE offers full training leading to professional membership of the Institute. Group Analysis. Applications can be made at any time. ENQUIRIES TO: Courses Secretary at the above address.

PLEASE ENCLOSE STAMPED ADDRESS ENVELOPE FOR REPLY.

Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external Degrees

as well as a wide range of G.C.E. and Professional Courses

Write to the Principal, Wyndham Milligan, B.A., B.Sc., Ph.D., M.A., at the address below for a free prospectus giving details of all courses and introducing the expert tutorial team at Wolsey Hall who will personally assist your studies.

Accredited ACCC Member ABCU. Founded 1894

Wolsey Hall

Dept. ND1, Wolsey Hall, Oxford OX2 6PN. Tel: (0865) 54231 (24 hours)

PART-TIME DEGREE COURSES AT GOLDSMITHS' COLLEGE

B.A. SOCIAL SCIENCE & ADMINISTRATION

B.A., B.Sc. PSYCHOLOGY

University of London Internal Degrees

Three evenings a week. Small groups. Tutorial supervision. Opportunity for later transfer to full-time day.

Also post-graduate (MPhil) study. Apply NOW for courses starting September, 1977. 10, New Cross, London, SE14 6NW



Champion golfer gets Bath scholarship

Malcolm Lewis, 18-year-old British Open Youth Golf champion, has been awarded the second OCS sports scholarship at Bath University. The scholarship, the only one of its kind in the country, enables a student with outstanding sports ability to spend an extra year at the university to concentrate on his or her particular sport without affecting academic studies.

Last year the scholarship, which is sponsored by Office Cleaning Services Limited, went to Murray Hooper, holder of the British white-jacket championship.

Hooper made his academic qualifications necessary for admission to the university. They also must have reached international standard in their sport.

Malcolm Lewis won the Open Golf championship last year. He is youth international and last year captained the England boys' team. Since 1974 he has been a Gloucestershire county player and was junior county captain in 1975 and 1976. He played with the junior county team from 1971 for four years. He has a scratch handicap.

He is a pupil of Clifton College, Westbury-on-Trym, Bristol. His father, Sir Ian Lewis, is a circuit judge.

Eight lift records broken

Eight British schoolboy weightlifting records were broken during the match between England and Wales at Bristol, which the English won by seven points to two.

But the outstanding lift of the match, Robert Shepherd, of St Bernard's School, Bristol, representing Wales, was not among the record makers—for the simple reason that he already holds all the weight division records for the hantuman division (and there was no one to push him at Bristol).

Having achieved this necessary qualifying minimum, Shepherd will be competing in the world junior championships in Bulgaria next month. He has also been picked for the Welsh squad preparing for the Commonwealth Games in Edmonton, Alberta, Canada, in this summer of 1978.

Standards at Bristol were generally high—a very good crop of boys," said Mr Denis Mulkerin, the schools secretary of the British Amateur Weight Lifters' Association.

Next on the agenda is an international match against West Germany in Dover on July 23, followed in August by a powerlifting competition in West Germany. The British winners were: Dean Willey (England, South Grays School, Rotherham, 117kg); Steven Taitze (Wales, Bryffryn School, 120kg); Andrew Suter (England, Willington School, 167kg); Robert Shepherd (Wales, St Bernard's School, Bristol, 100kg); Ming Yu (Hunan, Hunan School, 175kg); Robert Suter (England, Hurlingham School, 182kg); Martin Wrenne (England, Roger Manwood School, London, 177kg); Stephen Clough (Robert Paterson School, Lincoln, 202kg); Steven Wilson (England, Herries Comprehensive School, Sheffield), 210kg (retired).

Goal during the National Association of Boys' Club/Osman five-a-side football championship. Spelthorpe Sports Centre, Middlesex (Aberdeen) beat Luton (Dorset) 5-3 to win the League Junior final. Goal by Philip James (Reading) who beat Kings St Boys' Club (Aberdeen).

Swimmer scoop the Czech

by Stanley Lewis

Britain's Green School swimmers have won an international competition in Mad-Lahon, north of Praha, with an almost complete collection of medals—11 silver and 13 bronze.

Despite its omission from the agenda of the Great Debate, mixed ability teaching is among the most controversial issues in secondary education. In recent years its omission has been a controversial claim and counterclaim have been presented with renewed vigour. Yet it is sometimes forgotten that problems about how pupils should be grouped have received attention for more than half a century.

Screening is not, as is sometimes supposed, a new idea. A report published in 1949, *The Great Debate*, mixed ability teaching was among the most controversial issues in secondary education. In recent years its omission has been a controversial claim and counterclaim have been presented with renewed vigour. Yet it is sometimes forgotten that problems about how pupils should be grouped have received attention for more than half a century.

Olympic swimmer, aged 14, of the Bath School, is too young to be named as an Olympian. West Midlands, innovation in its time. The Board of the best foreign competition in 1927 recommended a re-organising the under-16 system, in which "backward, ordinary, and quick pupils" (note the lack of euphemism) were to be identified, separated and taught by appropriate methods.

Twenty years later evidence of doubt started to appear in official circles; the Ministry of Education, in a pamphlet *The Nation's Schools (1945)*, wondered caustically in 1945 whether "grading on this basis may be a desirable feature as it does now".

More recent statements concerning the re-organising of mixed ability groups were made by HM Inspector of Schools in 1967 where teaching in mixed ability groups has been introduced, for good reasons (Ashton-in-Makerfield School, Wigan) is "slightly differentiated, so that there is a concern about what is happening to the more able pupils as well as to those of average and below average ability. The average and below average pupils are second in the class in performance at all ages and third in the class in 30 seconds."

Oh science, the report says, "prominent among the adverse comments on science taught in our schools, are that standards have declined coincidentally with the introduction of comprehensive schools and of mixed ability teaching."

The National Association of Schoolmasters-Union of Women Teachers (NASUWT) has expressed its concern about the erosion of standards in higher education standards, illustrating against higher education standards. However, one of the characteristics of the Ten Good Schools recently identified by the inspectorate was that none had "narrowly streamed classes, and many used mixed ability groups in the lower forms."

Two boys were successful in the 100-metre breaststroke in 2min 36.5sec and 2min 38.5sec. In the 200-metre breaststroke in 5min 55.5sec and 6min 10.5sec. In the 400-metre breaststroke in 12min 30.5sec and 12min 36.5sec.

Winners in the boys' 100-metre breaststroke were: Stephen Clough (Robert Paterson School, Lincoln), 202kg; Steven Wilson (England, Herries Comprehensive School, Sheffield), 210kg (retired).

Group work is often seen as essential to mixed-ability teaching: but how can teachers evaluate what goes on in such groups?

Group work is often seen as essential to mixed-ability teaching: but how can teachers evaluate what goes on in such groups?

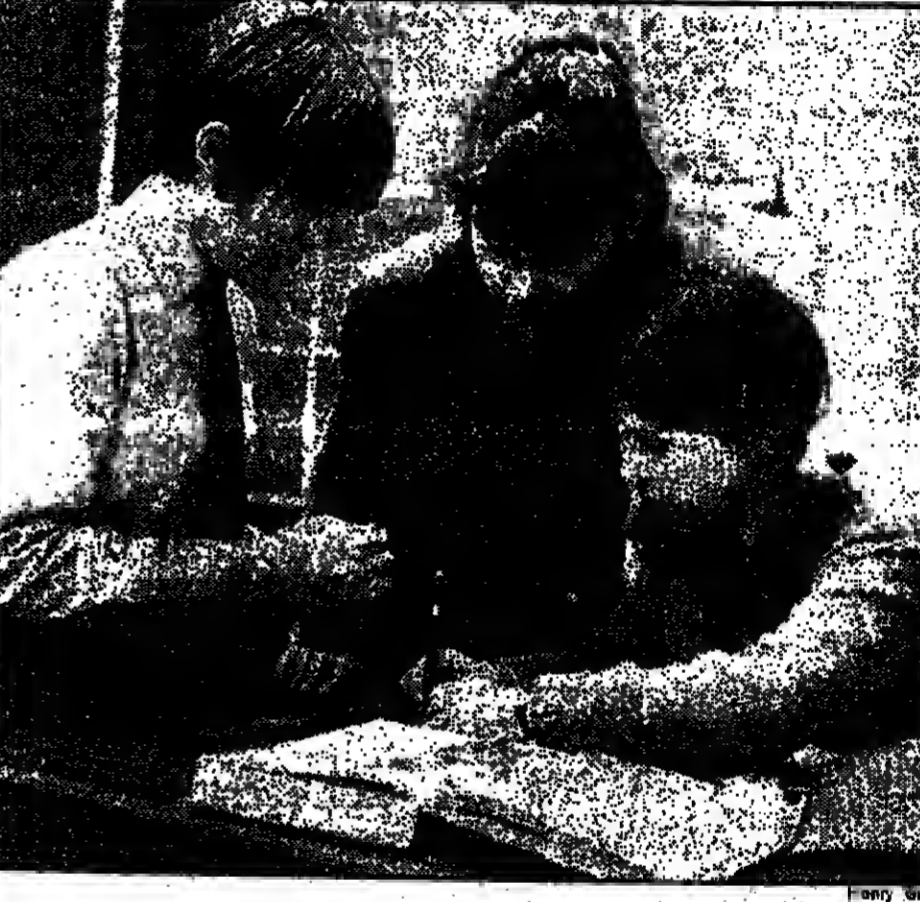
defies resolution; the relationship between ability and attainment is one which has bedevilled psychometricians from the outset. Important factors determining that relationship may be motivation, attitudes, specific skills, mixed ability, or a combination of mixed ability, mixed attitudes, mixed motivation, and, as we have seen, mixed attainment.

This is demonstrated in the practices schools use to allocate pupils in groups. Mixed-ability groups may be formed on the basis of pupils' scores on psychometric tests (i.e. ability), but frequently these are supplemented or replaced by primary teachers' assessments (adding factors concerned with achievement, motivation and attitudes), by performance on reading tests (skills), or groups may simply be formed by random sampling, alphabetical ordering or on a friendship-neighbourhood basis.

The end-product will always be a mixed-ability group in the sense that all groups contain a range of abilities. It is the width of the range and the characteristics of the distribution which are the real issues: what teachers apply the phrase "mixed-ability grouping" to their classes, what is implied is that the groups contain a wider

Mixed feelings

Over half of our comprehensive schools have now opted for some form of mixed-ability grouping. Yet the topic, highlighted by recent critical statements from the Inspectorate, remains as controversial as ever. Margaret Reid, Principal Research Officer of the current NFER Mixed Ability Teaching Project, tries here to unravel some of the complex questions of ideology, organization and evaluation which have been overlooked in the current debate



range of whatever is meant by ability then would have been the case had some form of selective grouping been applied.

The actual ability mix in these classes will, however, vary according to the school's catchment and the criteria and procedures employed to allocate children to classes. The immense variety of likeable of those schools designated as comprehensive was well documented in the first NFER survey of comprehensive education, and marked differences persist.

It is not only in these schools that groups described as mixed-ability are found. When the present NFER project was first publicized and schools invited to supply details of the form and extent of their mixed-ability groupings, we received numerous responses from grammar and secondary moderns. Moreover, schools identified themselves as having mixed-ability groups if they employed unstreamed groups within broad bands of ability, or unstreamed groups for all but the ablest or least gifted children.

The term also covered the situation where unstreamed groups were used for those parts of the curriculum sometimes described as "non-academic", but selective groups for subjects such as mathematics, languages and science.

Statements on mixed-ability teaching may derive from experiences in any of these situations. There is wide divergence as to what is being mixed, and great variation in the mixing process itself. The practical and conceptual diversity cannot be swept away by the adoption of alternative terms: "heterogeneous" "ability groups" contrasted with "homogeneous" groupings gets us no further. Any group may be described as heterogeneous just as any may be called mixed; again the essential differences lie in the range and distribution of abilities.

"Unstreaming" and "non-streaming", too, cover a wide range of teaching environments, determined again by the catchment of the school and the methods used to unstream or non-stream. Nor does confusion ensue with the nature of the composition of groups; there is an agreement as to what constitutes mixed-ability teaching, as opposed to any other kind.

Some draw a sharp distinction between teaching mixed ability groups, and mixed ability teaching. The latter may be seen as "any form of teaching which involves the teacher working with individuals rather than groups" or, contrarily, "virtually synonymous with group work, its virtue lying in the experience it provides of cooperative group endeavour."

It is difficult to see, then, how generalised statements by proponents or antagonists of this mode of organization can be interpreted. It is perhaps less difficult to see why they are made. They are attempts to answer the question which for many lies at the heart of any discussion of mixed ability teaching, namely: "Do children learn as well as they would if they were taught in classes containing a narrower range of ability?" (i.e. classes which are streamed, setted or banded).

This looks like the sort of question to which research should be able to provide answers. Like many of the apparently "key" questions in education, however, it presents the investigator with a daunting task. Beneath its apparently simple format there lie begging many more questions, the answers to which are dependent on people's objectives in education and society, and the criteria by which they assess whether such objectives have been achieved.

The technical difficulties in answering comparative questions of this kind are well known, and some have been demonstrated in recent research in primary education. The problem is to disentangle from an almost endless list of variables—home, school, teacher and classroom—what is relevant to a child's learning.

It is not surprising that studies which have sought to compare streamed and unstreamed groups have been inconclusive—a fact too readily glossed over by some advocates of mixed ability teaching. Research evidence has been either conflicting or inconclusive, and studies have frequently failed to take account of teaching content and method; the measurement of product has not been accompanied by the study of process.

This is demonstrated in two British studies: Barker Lunn's (1970) study of children in streamed and unstreamed primary schools; and Newbold's (1975) research at Banbury School, in Oxfordshire, a concern in the general tenor of their findings: few significant differences on academic measures, and more favourable attitudes to school and peers from average and less able children in unstreamed classes. But those results were far from clear-cut.

Newbold found that differences between one streamed class and another, and between one unstreamed class and another, were generally greater than differences between the streamed and the unstreamed groups. The validity of Barker Lunn's approach, where the emphasis was also on measurement of product, may be questioned by the fact that, when she

Continued on next page

Mixed feelings

Continued from previous page

went into supposedly unstreamed classes, she found children separated into groups according to their ability, and quite as apart as if walls divided them.

Any useful study of unstreamed learning must take account of the classroom process, and relate measurement of outcomes—in so far as this is possible—to what actually happens in the classroom. The NFER project starts from the point that many schools now employ mixed ability groups in the early years of secondary education at least, and is concerned with looking at its functioning in the classroom. For even if the track record of the comparative studies were ignored, and resources available to carry out the extensive feasibility studies and methodological explorations which would be essential if any mistakes were to be avoided, it is doubtful whether the findings would be heeded by those committed to one or other side of the debate.

As one teacher said to us, "We shall still continue with mixed ability, despite your findings (the mistakenly thought the project was comparative), because that is the system we believe in." Those in the "middle ground", the uncommitted, and the questioning are likely to be more interested in, and helped by, an analysis and discussion of those issues associated with the teaching of unstreamed groups, which teachers have encountered in the course of their experience.

A considerable body of experience is now available. An NFER survey in 1974-75 of more than 1,000 comprehensive schools found that just over half employed mixed ability groups as the mode of organization for most of the curriculum in the first year, 37 per cent continued into the second year, and 24 per cent into the third. Throughout, however, fairly extensive use was made of setting for such subjects as mathematics and modern languages.

Hence, of those schools with a predominantly mixed ability organization in the first year, 46 per cent employed setting for some subjects; in the second year this rose to 77 per cent; and in the third year, of the quarter of schools still persisting with heterogeneous groups for most of the curriculum, 91 per cent nevertheless used setting for some subjects.

Why do so many schools drop mixed ability groups after one year? Why are some subjects regarded as exceptional, in that even in the first year unstreamed groups are considered infeasible? Why do schools introduce it in the first place? The current project at the NFER focuses on such questions.

It is concerned with teachers' objectives in adopting—or rejecting—a mixed ability approach, their perceptions of the problems and benefits associated with it, and the strategies, materials and techniques they employ to meet the needs of children of a wide range of abilities. It is in no sense comparative; instead it seeks to evaluate mixed ability teaching in the light of its apparent pay-offs, of the problems encountered, and the degree to which such problems can be resolved.

The project, started in October, 1975, goes on for just over three years. Its first stage has attempted, through extensive discussion with more than 500 teachers in different areas (selected because they presented a variety of geographical-social factors), to map out what appear to be the major issues in teaching or setting in non-streamed, hamed schools. The report on this first stage, to be published later this year, documents a diversity of aims, views and practice, and demonstrates that the tendency to see mixed ability teaching in black and white public pronouncements rather than those implementing it in the classroom.

Certain common threads provide an indication of the kinds of issue which might most usefully be explored in discussions of mixed ability teaching. These include:

Organization, preparation and in-service

'As one teacher said, "We shall continue with mixed ability despite your findings, because that is the system we believe in".'

training. In what ways do school and departmental policy-factors such as the allocation of time, space, staff and other resources affect the teaching of unstreamed groups? How is such teaching affected by style of management within a school, by the degree of autonomy of involvement in decision-making? What kind of in-service programmes are required, and how can these be most effectively organized?

The head of a comprehensive school, with a number of years' experience of mixed ability teaching, has made the point that whether non-streaming works "may have something to do with other things than merely forming unstreamed work groups and the activities associated with the preparation of syllabuses and teaching methods." Schools which have introduced mixed ability teaching have often found it necessary to introduce changes in other areas.

They have, for example, sometimes made radical changes in the way the timetable is organized, with marking being used to allow flexibility in the deployment of staff within departments, and a measure of freedom for departments to group children as they wish. Because mixed ability teaching frequently requires the marshalling of resources at

the beginning and end of the length of teaching period has to be reviewed.

Because, particularly in the case of stages, a large amount of discussion and preparation is required, schools sometimes make regular, individualized approaches? How can the progress of each child be effectively recorded and assessed on the demands of the teacher for attention met?

It is perhaps strange, in view of the fact that one of the main justifications for unstreaming given by many teachers is that it increases the opportunities for pupils of widely differing abilities and backgrounds to reach a mutual appreciation, that such emphasis is placed on individual work.

Some see group work as an essential characteristic of mixed-ability teaching: a feature commonly in the humanities, education, home economics, and physical education, but is less frequently found in mathematics, French, art and technical subjects.

What skills and attitudes is the teacher seeking to develop in pupils by means of group work? For which types of activity is it best suited? On what criteria should groups be formed? How can interactions and contributions be monitored and expertise, and the occasional contribution of teachers from other schools?

Often teachers have to cope with considerable changes in their role in relation to their colleagues in classes. Unstreaming may be seen as an "opening-up" of the class-box with its teacher present, a shift in emphasis, the teacher more a "manager of learning" than an instructor.

Classroom methods

Many exponents of mixed ability teaching view it as almost synonymous with individualized schemes of instruction, intended to enable the pupil to proceed at its own pace and in some cases, lines of independent work with the teacher giving individual help when required. Worksheets and cards are commonly used, and widely in their structure and

Their preparation is time consuming and demands careful consideration of objectives, layout and vocabulary if they are to be more than child-occupiers.

Which skills are best developed by such individualized approaches? How can the progress of each child be effectively recorded and assessed on the demands of the teacher for attention met?

It is perhaps strange, in view of the fact that one of the main justifications for unstreaming given by many teachers is that it increases the opportunities for pupils of widely differing abilities and backgrounds to reach a mutual appreciation, that such emphasis is placed on individual work.

Some see group work as an essential characteristic of mixed-ability teaching: a feature commonly in the humanities, education, home economics, and physical education, but is less frequently found in mathematics, French, art and technical subjects.

What skills and attitudes is the teacher seeking to develop in pupils by means of group work? For which types of activity is it best suited? On what criteria should groups be formed? How can interactions and contributions be monitored and expertise, and the occasional contribution of teachers from other schools?

Often teachers have to cope with considerable changes in their role in relation to their colleagues in classes. Unstreaming may be seen as an "opening-up" of the class-box with its teacher present, a shift in emphasis, the teacher more a "manager of learning" than an instructor.

Classroom methods

Many exponents of mixed ability teaching view it as almost synonymous with individualized schemes of instruction, intended to enable the pupil to proceed at its own pace and in some cases, lines of independent work with the teacher giving individual help when required. Worksheets and cards are commonly used, and widely in their structure and

'Conclusive evidence that one form of grouping pupils is "better" than another will almost certainly continue to elude us'

Catering for the more and the less able. One of the greatest areas of concern associated with mixed-ability teaching is the extent to which the able might be disadvantaged by it. How are such children identified in a mixed-ability class, and how is diagnosis of their needs made? What kinds of provision do they require? There are a number of practices in current use, ranging from the fairly common use of "enrichment" or "extension work" on workbooks, etc. to extraction for such activities as discussion.

Does the latter contradict the aims of mixed ability teaching? Does the former extend, or merely consolidate learning in those pupils who have demonstrated that they least of all need such consolidation? How do the able view such work, and what is the nature of their interaction with their less academically gifted peers?

Similar questions may be posed for the least able, only here the ground is made more difficult by the fact that ideas on what it is that such pupils should achieve are generally less clear. If, for example, one follows comments expressing concern that the needs of the less able are not being met in a mixed-ability class with the usual "what is it that such pupils are not achieving that you would expect them to achieve?", pronounced difficul-

ties in defining objectives may be encountered.

The organization of the learning of the less able bears on the fundamentals of school policy. Forceful arguments are advanced for segregation, partial withdrawal and integration. Some schools see the answer as lying in putting extra staff into lessons, rather than extracting pupils from them; these can be "roving" remedial teachers or teachers from a particular department.

The implications of these practices require further exploration. Unless school organization finds some adequate means of coping with the difficulties of children lacking in basic skills, a disproportionate amount of a teacher's time may be spent meeting their needs in a mixed ability class, or, at the other extreme, they may quite simply be lost.

Assessment. Assessment was one of the major areas of the Great Debate, and discussions appear to have focused on "standards". Schools and teachers adopting mixed ability teaching may well differ in their objectives from those adhering to some form of selective grouping, so the question "standards in what?" becomes particularly pertinent.

A group of teachers exploring with the project team issues related to assessment in the context of mixed ability teaching have, therefore, returned to first principles, and asked "What qualities and skills should a school develop in its pupils?" and "How desirable and feasible is it to assess these?"

It seems there are problems of assessment which may be accentuated by unstreaming; these include difficulties in "knowing what to expect" from each child, particularly in the first terms; difficulties in assessing the progress of children who may at any time be pursuing a range of topics; and, perhaps most crucial, difficulties in finding appropriate ways of mediating assessments to pupils in such a way as to provide realistic and useful information for their guidance, while maintaining their motivation.

Again, the basic questions concern objectives: what are the objectives of

assessment for pupil, for teacher, for school administration—and for parents? It is unlikely that there will be much significant advance in assessment methods until such questions are squarely tackled.

Here, then, is an agenda for a discussion of mixed ability teaching. Like any agenda, it is necessarily selective. Its focus is on practice—on the how of mixed ability teaching rather than the why. For the concrete, conclusive evidence which so many seek, that one form of grouping pupils is "better" than another, will almost certainly continue to elude us.

It is unlikely in view of the multiplicity of variables that it will ever be possible to establish that particular forms of group- the concrete, conclusive evidence which certain academic or social outcomes. Even if this pessimism is unwarranted, and such associations were demonstrated, the dilemma would persist, for the issue of mixed-ability teaching has become entwined, as one writer puts it, in the "political undergrowth of education". The debate is not solely or even mainly about measurable educational consequences: "We shall still continue with mixed ability, despite your findings, because that is the system we believe in."

What utility, then, have unsubstantiated global statements that mixed ability teaching leads to this or that—the kind of statements which have characterized the debate so far? The answer must be very little. The question of whether to implement this mode of organization can only be approached by each school appraising its beliefs, defining its objectives and considering how these are most likely to be achieved in its own special circumstances—circumstances in which staffing, facilities, pupil intake, and the expectations of the surrounding community may be of paramount importance.

More than half the comprehensive schools in the country have opted, for various reasons and in different degrees, for some form of mixed ability grouping. Perhaps the debate in future might attempt to produce something of value for them.

Calm, not confrontation



Individualised learning is the only way to organise mathematics work, says the head of department at Christopher Wren School in London. Bob Dye reports

It is the longest week of the term—the first—and by Friday concentration comes hard. In Sarah Smiley's third year mathematics class there is a bit of chatter, and even the odd bit of whistling. But she barely has to raise her voice to be heard. During the lesson she only needs to keep the noise within reasonable bounds, even for a classroom with the door left permanently open.

There is hardly room to move between the desks crammed in the room. Thirty odd boys are working at different tasks with varying degrees of diligence. Most of them are using individual work cards. A few look rather bored, but none will admit to disliking mathematics.

Sarah is at the front of the class, helping a boy with a problem involving two overlapping circles. She could just tell him what he needs to know, but instead she asks leading questions, trying to get him to solve it for himself. At the same time she deals with a more or less continuous stream of other queries, usually quite trivial. "Have you got a rubber?" "Is this the right work card?"

She is not too busy either to redress the same queries, or to be likely looking down the room, her eyes having fixed on a mathematical puzzle called Sidings. She cannot see any signs of the mathematics this is supposed to lead to, she tells them, "it says play several games", they remember, pointing to the instructions.

"Eight games maximum rules, or don't they do scribble their exercise books."

At the back of the room several drawings are pinned to the wall. They are several drawings of a steam locomotive, which the boys have drawn in their own time. It is the second lesson with this fairly simple task, which has been clearly all totally unproductive instructions on the worksheet, so far so good.

As the end of this lesson Sarah looks at the boy's progress. A good one in a bright but shy boy who has done well. He has done well in home work, but he is lacking in mental dexterity. In a class teaching system, she would never have found that out, she says.

Across the corridor, and another open door, is the class of Nigel Langdon, head of mathematics here is similar. Fast of a lot of it, but some not so, umhilarious handling of the work varies between the two. Another third year class, a year and fourth year mathematics, and the individual's objectives.

Again the prevailing atmosphere is calm and stress free. One boy has laid down the law. Nigel says this is largely due to the fact that the individualized learning puts an overt pupil saying to them: "It's no good here unless you are prepared to work for yourself."

It is not as simple as that, though. It is good management, departmental meetings, they order into the rooming arrangements, next year's timetable. They avoid an arrangement that would be too much coming and going to the centre, with all the disruption of supervised corridors might

Far left and right: Pupils at Christopher Wren using the materials of the ILEA Secondary Mathematics Independent Learning Experiment (SMILE). Photographs by Homer Sykes

Christopher Wren is a scruffy, boisterous school, not especially advantaged in any way. Until this year it was creamed off by the local grammar school. With upwards of 40 per cent immigrants and a high estate nearby, it has more than its fair share of children with problems. It is just down the road from Paradise School of BBC Panorama fame. "Four years ago some of those scenes could have been filmed here", says Nigel Langdon. "We had to do something about the confrontations continually taking place."

Christopher Wren is one of the founder schools of SMILE, the ILEA's Secondary Mathematics Independent Learning Experiment. Through a collective effort, mathematics teachers have devised a vast bank of assignments for individualized learning, covering all the secondary mathematics topics. Each is graded for difficulty, and there may be several, for reinforcement when a pupil obviously has not got the point first time round.

In Nigel's class one boy has just finished his last assignment. His SMILE personal work schedule, pasted inside his exercise book, refers him to enough work cards to keep him going for several weeks. Each card has its own self-test at the end, which pupils can be allowed to mark for themselves. Nigel Langdon prefers to go through them himself with each boy.

In this case he checks that the boy really does know the difference between a parallelogram and a trapezium. The boy obviously has not memorized them, and Nigel sets him to learn the differences for his homework. Meanwhile the boy selects his next work card from the rotating bank of four-draw steel cabinets in the room, and carries on.

Another boy has completed all the work on his schedule. At the start of this lesson he took down the appropriate teacher-



marked tests that check his performance in all the topics covered in his last schedule, and now he has completed that, too. He has nothing to do, and sits there doing it for about five minutes, occasionally tapping, distractedly at the desk with his ruler. Finally, Nigel Langdon is on to him. "What's this?" "Nothing to do, sir."

A space on the schedule for just such an eventuality is soon filled in. A short mathematical game or project will occupy the boy gainfully, until his teacher has marked his tests, recorded the marks achieved and the topics and level of difficulty the boy has worked at, and devised a new schedule to suit his weaknesses or to move him onto some new work. This will be done after the lesson has finished, and now he assigns the boy to work with

another boy in the same position on a short project.

That done another boy approaches with a query on his work. Instead of answering him, Nigel Langdon directs the questioner to a tall, bright looking boy who apparently has just completed the same worksheet.

This mathematics teaching story at Christopher Wren probably says more about individualized learning than mixed ability teaching, especially as the classes are divided up into two broad ability bands. But Nigel Langdon does not agree that mixed ability teaching in mathematics is impossible. Individualized teaching is the only way the subject can be taught properly at all, he maintains. They are, though, continually looking for alternatives to the ubiquitous worksheet, such as television tapes, and for ways to include small groups and class learning that is meaningful.

The blinder is going for the end of the lesson. The corridor is filling up quickly, outside the open door. Exercise books and worksheets go away in folders, and are handed on their shelves, where Nigel Langdon can go through them later. Pipe cleaners are straightened, straws boxed, calculators pocketed, borrowed pens returned, and in a way that is more relaxed than it sounds, Nigel releases the class a table at 4:15.

But still there is the usual crush of the boys, and the tall helpful boy has another boy over the head with a big book he is carrying, called *The Matrial Arts*.

The Times Educational Supplement

Vive la danse! Undercover uncovered

Patrick Carnegie looks at the relationship of ballet to opera in a recent production of Rameau's 'Princesse de Navarre'

Ballet has played an enormous, though certainly unisping, part in the development of opera. After all, the entire rhythmic basis of music, verbal as well as instrumental, is rooted in the dance...

In the performance at Covent Garden of Rameau's 'Princesse de Navarre', which opened the English Bach Festival, it was ballet in exactly this sense, and of course Rameau's music, conducted by Leonard Molgoire...

It could very well be that one would have been misled only by Voltaire's uncut contribution, though it would surely be instructive to see just how well the dancer's movements were incorporated into the action...

became in nineteenth-century opera, and that they were an integral and even principal part of the entertainment. The dances in La Princesse that were so superbly executed at Covent Garden...

Period costume designs by Boquet on which those for the English Bach Festival's production of the dance-divertissements from Rameau's La Princesse de Navarre were based



Although the men showed rather more than the ladies, this style of dance is emphatically not designed to show off the rhythmic rise and fall from the feet...

These dances were arranged to play to one single member of the audience, namely the king himself, 'the Presence'.

Harry Rée on the French Resistance

Resistance; European Resistance to Nazism. By M. R. D. Foot. Pp. 256. Methuen £5.95. 413 347 10 9. The Night will end. By Esarl Abelard-Schuman £6.50. 200 72418

For an older generation who recall the long dull necks of the last war to Britain the Resistance often retains, even today, the same romantic attraction it had then.

That must have come as a relief who suffered under the regime. The only irony was that these untrammelled romantic expressions of sentimentality as the only heat of youth arrogance...

appointed; huff the reason for the occasion is to remind the young of the sacrifices that were made on their behalf...



The same restraint is shown in the present work, for although Mr Foot himself served in the Special Air Service and was dropped in France...

In the earlier book Mr Foot succeeded in piecing together, in a readable and understandable form, the tangled maze of reports and messages of S.O.E. agents...

France owes a great debt to Henri Fréney, author of The Night will End. He was one of the bravest, most upright and honest leaders of the French resistance...

He is an analyst; the first half of the book is taken up with a valuable breakdown of the elements that go to make up resistance—its function, its forms, its tasks, the qualities it demands...

Fantasia of the unconscious

The dark figure of crime

Hermann Peschmann on Ted Hughes

Gaudeamus. By Ted Hughes. Faber £4.50. 571 11076 2.

Ted Hughes's Gaudeamus, originally intended as a film scenario, developed from a long prose-poem, consisting of "Argument", "Prologue", "Epilogue", and "Epitaph".

Lumb is walking in a circle. The room is a maze of smoke from smouldering piles of herbs in cellars.

is a maze of smoke from smouldering piles of herbs in cellars. He is holding something up, it is a stag's snuffed head on a pole, heavy and swaying and shag-moored.

The pipe and drum music is a light, shuddering, repetitive rhythm which seems bolted into the ground. And as if they were all its mechanical parts, the women are fastened to it.

The "Argument" tells us: A shepherd-clerican is abducted by spirits into the other world. The spirits create a duplicate of him to take his place in this world, during his absence, and to carry on his work.

is born of that world as Crow was born of God's nightmare. A vehicle of demonic power, he converts the human world into one of human animality: he usses his ministry to establish adulterous relationships with all his women parishioners.

In the "Epitaph" (a prose introduction and 4 free-verse lyrics) the shepherd-clerican returns to the West Coast of Ireland, no longer minister but poet, and with a close affinity with the natural world.

pro incidents of great power and emotional intensity. Lumb's struggle with his "original" in the river is the phantasmagoria of his flight-or will man and cattle utter his "accident".

In the "Epitaph" (a prose introduction and 4 free-verse lyrics) the shepherd-clerican returns to the West Coast of Ireland, no longer minister but poet, and with a close affinity with the natural world.

It remains unalterable; they are a sequence of lyrics, the opening two of the first suggest a sequence dressed to the dopamine several scenes in allude to his experiences on earth.

In its "new" and "old" origins, this is clearly the poet's experience, this is clearly the poet's experience, this is clearly the poet's experience.

Marcel Berlins

The Growth of Crime. Sir Leon Radzwinowicz and Jean King. Pp. 256. Hamlyn £5.95. 200 72418

After a lifetime of academic research during which, through his articles, lectures and the work of the Cambridge Institute of Criminology, he became Britain's most eminent and influential criminologist, Sir Leon Radzwinowicz has now distilled his immense knowledge into a book far too long to read.

The Growth of Crime, subtitled The International Experience and edited by Jean King, is an ambitious work perhaps too much so. By trying to cover such a large field, it suffers inevitably from the disadvantages of compression.

The dark figure of crime

It presents a depressing picture. Crime is growing inexorably, all over the world, in highly developed societies it is uncomplicated ones, as much under communist and other authoritarian regimes as in democracies.

The search for the causes of crime goes on, but far from becoming clearer with the overwhelming amount of research being carried out, the personal and social factors which can be linked with crime, complex, interdependent and less certain.

The dark figure of crime

It presents a depressing picture. Crime is growing inexorably, all over the world, in highly developed societies it is uncomplicated ones, as much under communist and other authoritarian regimes as in democracies.

The search for the causes of crime goes on, but far from becoming clearer with the overwhelming amount of research being carried out, the personal and social factors which can be linked with crime, complex, interdependent and less certain.

The dark figure of crime

It presents a depressing picture. Crime is growing inexorably, all over the world, in highly developed societies it is uncomplicated ones, as much under communist and other authoritarian regimes as in democracies.

The search for the causes of crime goes on, but far from becoming clearer with the overwhelming amount of research being carried out, the personal and social factors which can be linked with crime, complex, interdependent and less certain.

Vertical text on the left margin, possibly a name or signature.

ENCOURAGE ACTIVE YOUNG MINDS TO ENJOY LEARNING... with our BOOKS, GAMES and READING AIDS for pre and early school. Approved by the Ministry of Education. GOOD READING LTD., 25 Cranley Lane, London WC2A 1HP.

20 Books/Education/Philosophy

21 Books/Languages/Society

Gosh, no regrets

Harry Judge on Dartington Hall

Progressive Retreat. A sociological study of Dartington Hall School and some of its former pupils. By Maurice Pugh. Cambridge University Press £4.90. 521 21182 4.

cern with the autonomous interests of the child himself; an ambition to produce a better, more comprehensive and more useful society throughout the world.

Man behind The Times

Peter Hebblethwaite

An Humble Heaven. By William Rees-Mogg. Hamish Hamilton £3.50. 241 89692 4.

Of English soil...

The Buildings of Hertfordshire. Second edition, edited by Bridget Cherry. £4.75. 14 0710 07 8.

Petits divertissements

Philip Lewis

Par-ci, par-là. A new book. A new volume. A new volume. A new volume. A new volume.

Post-Franco

John Gretton

Franco's Political Legacy: from dictatorship to fragile democracy. By José Amador. Allen Lane £9.00. 7139 0488 7.

The world since Babel

Robert Silvey

The Idea of Race. By Michael Banton. Tavistock Publications £6.50. 422 7670 2.

Professor Banton spells out these pre-Darwinian ideas of race and shows how, under the influence of the theory of natural selection, overriding in the human realm, physical causes were attributed to the development of race.

Philosophy for the layman

Graham Hubbard

Knowing and Acting. An Introduction to Philosophy. By Stephen Toulmin. Collier Macmillan £3.25. 02 421021 8.

Children's literature To be a pilgrim

Quest and Conquest. Pilgrim's Progress retold by James Reeves. Blackie £3.95. 216 90158 8.

The Katz out of the Sack

Michael J. Smith

Bildliche Redensarten. By Manuel Winterer. Franz Klett. Stuttgart/Eurochem Schulbuchverlag Ltd. £3.95.

dialect, and here Herr Winterer's attempt is not markedly better (nor, in fairness, any worse) than that of his predecessors.

NEW PATCHES! EIGHT LIVELY STORIES FOR SLOW READERS. Patches is a series of books for 10 to 14 year olds with below average reading ages...

22 Resources

Mathematics for other disciplines

by Paul McGee

The Continuing Mathematics Project, Produced by the Schools Council unit others.

14 units at 40p each or a reference set at 15 plus 11 postage, or 20p in stamps for the teacher's guide and sample materials.

Distributed by Longmans Resources Unit, 9/11 The Shambles, York.

These 14 units are the first of 53 designed as self-learning materials for students in the 16-19 age group who need mathematical techniques in other disciplines such as geography, economics or biology.

The units usually consist of a booklet of between 12 and 32 pages although some use tape/filmstrip sequences as well.

Each unit of programmed learning has well defined objectives and lists the knowledge and equipment needed to complete it. Many have pretests to enable the student to see which parts of the unit need to be studied and all have post-tests to check whether the knowledge has been assimilated. Each unit provides about two hours' work and

the teacher's guide discusses which units are suitable for different courses.

The units are arranged in three categories. Category 1 units aim to provide revision of elementary work; category 2 to arouse interest in ideas not generally covered in school; and category 3 form sequences of units teaching mainly statistics and calculus.

The first batch consists of the category 1 unit on Indices and Standard Form; the category 2 unit on Linear Programming; Hypothesis Testing (3 units); Probability (3 units); Descriptive Statistics (4 units); 1 and 2 require tape/filmstrip sequences); Chi Squared Test; and Correlation. The probability and statistics units are all category 3 although two of them are incorrectly numbered.

The books are well designed and should meet the needs of the non-mathematical student. In trials they have been found to be popular with a much larger audience than the original target group and any mathematics department could benefit from the well-planned approach.

They are suitable for a variety of ages and abilities and need not be restricted to individual use. The

detail of their planning will enable many hard-pressed mathematics departments to offer the service courses which are now needed because of developments in many syllabuses which previously did not use mathematical techniques.

Although the units have been tested in schools and colleges there are little things which could cause problems. In the unit on indices, a question in the pre-test asks for the value of -9 and expects -3 as the answer. Those who said there was no real answer will find no help in the suggested section of the text, and there is no explanation given for always choosing the positive root. This probably highlights the need for a proper teacher's guide which could give further references and discuss such ideas as the teacher's level.

Two of the units on descriptive statistics use books and linked tape/filmstrip sequences. There must be some justification for this departure from a successful format since it is doubtful if such a technique is suited to the material. This is especially important because much of the information on the tape is not available in written form.

When talking it is easy to make glib statements which would be challenged if written down. In a sequence about a bi-modal distribution produced from an analysis of shoe sizes it is stated that the first mode could be the mode for women and the second could be the mode for men. The written "could" conveys a different meaning from the one that most people will take from the tape.

The second case is where the interquartile range in a television survey is said to be occupied by the typical viewer who does not watch too much or too little television. This is debatable and certainly not justified by the evidence presented to the student. A further criticism of this method is where British and German wages are being compared and both graphs need to be seen together rather than relying for them to appear in turn as each point is made.

These minor drawbacks spoil an otherwise excellent series. Perhaps the publishers of the project could give some thought to providing a better teacher's guide and making the tape/filmstrip sequences optional.

Cooperative education

Audio Visual Aids For Cooperative Education and Training by C. N. Braham.

Published by the Paul and Aelentia National Organisation of the United Nations Route, Italy.

Available from HMSO.

The FAO development paper, *Audio-Visual Aids for Cooperative Education and Training*, has supplied a straightforward, straightforward, yet immensely valuable manual of audio-visual aids for all those engaged in cooperative training programmes.

C. N. Braham has not merely produced an instructional booklet he has concisely outlined the value and effectiveness of a whole spectrum of resources for learning and teaching ranging from the blackboard to the television screen. The author deals in some detail with the art of presentation. The booklet is well illustrated with large clear diagrams.

It is refreshing to find someone writing about educational technology with an enthusiasm for education rather than technology. This paper has been produced specifically for those working in education and training programmes in the developing countries, but educators in this country using audio-visual aids should find it invaluable.

Dun Douglas

Raleigh's Tower

Sir Walter Raleigh is the subject of a 90-minute study programme available at the Tower of London during June and July. The Bloody Tower, where Sir Walter lived for 16 years, has recently been restored to look as it did when he was there. The study programme comprises a short film, illustrated talks on contemporary political and social events, and readings of writings by and about Raleigh.

The study programme is aimed at fourth year secondary students with knowledge of the period. It will be given on June 16, 17 and 20 and July 1, at 4.30 pm. Teachers are asked to offer two dates.

For booking forms and details of charges write to the Education Officer, H.M. Tower of London, London EC3N 4AB.

Reneo Vickers have introduced a new portable stencil duplicator, which weighs 38lb and can be packed into its case. The machine accepts single documents from 3 1/2 x 5 1/2 to 8 1/2 x 14 in and has a maximum operating speed of 270 copies a minute. The Reneo 20 costs about £160 and is hand operated.

Further information from Reneo Vickers Ltd, Raven House, Fensdowne Road, Crowdon CR9 2JL.

Safeguards for science

Safeguards in the School Laboratory. Published by the Association for Science Education 35p

"The foundations of laboratory safety are clean and tidy habits, good discipline, the strict prohibition of 'unauthorised' experiments, the teacher's knowledge and understanding of the hazards involved, and above all, the teacher's example."

This sentence culled from page 1 sets the tone for this pamphlet. It is to be regretted that training college science faculties in our make laboratory management and safety an important part of their courses, making such booklets as these superfluous. The DES has a publication on the subject, yet the ASE feels the need to reinforce its warnings.

The two booklets cover the same general ground, yet this later publication does not duplicate the earlier publication. It expands and explains rules laid down by the DES and to rather easier reading. It frequently quotes the official document, but also adds useful supplementary information.

Dangerous chemicals are given generous treatment. Instead of using a vacuum pump for mercury spills, they suggest a paste of calcium hydroxide and sulphur. This is probably more practical. Dangerous concentrations of harmful vapours are listed, as are the flash points and ignition temperatures of common, inflammable, laboratory substances.

"Dangerous plants" and "Experiments on pupils" are paragraphs of use to biologists, as will be the few sentences on biological feedback. I wonder how many "discs" realise that stroboscopes, at a frequency of about 7 Hz, can induce epileptic symptoms.

A useful section on first aid is included, together with suggestions for the contents of the first aid box in laboratory. This is more comprehensive than for those in general use. There is a full bibliography and reference section.

A loose sheet headed "Important Notice" is for display. These laboratory rules are a safeguard both for the pupils, practically, and for the teacher, legally.

A group of fifth-form chemists suggested that they could use a simplified for younger pupils, to whom they particularly apply. Such phrases as "purpose sanctioned by the teacher" could be rephrased. These rules could well be made the subject of a complete lesson with younger classes.

Raleigh W. Appleton

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant	Secondary Education Headships 26 Deputy Headships Senior Masters/Mistresses 26 Remedial Posts 26 Art and Design 27 Careers 28 Classics 28 Commercial Subjects 28 Domestic Subjects 28 Economics 29 English 29 Geography 31 History 31 Humanities 32 Mathematics 32 Modern Languages 42 Music 42 Pastoral 45 Physical Education 45 Religious Education 46 Rural Studies 46 Science 48 Social Studies 48 Speech and Drama 54 Technical Studies 55 Other than by Subjects 26	Sixth Form and Tertiary Colleges Headships 57 Heads of Department 57 Scale 1 Posts 57 Special Education 28 Headships 58 Deputy Headships Senior Masters/Mistresses 58 Heads of Department 58 Scale 2 Posts 58 Scale 1 Posts 58 Independent Schools 58 Headships 58 Deputy Headships Senior Masters/Mistresses 58 Art and Design 59 Classics 59 Economics 59 English 59 Geography 59 History 59 Mathematics 59 Modern Languages 59 Music 59 Pastoral 59 Physical Education 59 Religious Education 60	Science 60 Speech and Drama 60 Technical Studies 60 Other than by Subjects 60 Preparatory Schools 60 English 60 Mathematics 60 Modern Languages 61 Other than by subject 61 Colleges of Further Education Directors and Principals 60 Heads of Department 61 Other Appointments 61 Colleges and Departments of Art 63 Polytechnics 63 Universities 63 Fellowships 63 Studentships and Research Awards 63 Colleges of Higher Education 63 Colleges of Education 64	Adult Education 64 Community Homes and Associated Institutions 64 Headships and Deputy Headships 64 Other Appointments 64 Assessment Centres 64 Youth and Community Service 64 Overseas Appointments 64 Administrative Local Education Authority 67 General 67 Child Care 68 Educational Psychologists 68 Examiners 68 Librarians 68 Ancillary Services 68 Miscellaneous 68 Outdoor Education 68 English as a Foreign Language 68	Appointments wanted 68	Other classifications
		Educational Courses 68 Awards and Scholarships 68 Personal Announcements 69 Exhibitions 69 Entertainments 69 For Sale and Wanted and Postal Shopping 69 Holidays and Accommodation 69 Home Exchange Holidays 69 Properties for Sale and Wanted 69 Typing and Duplicating 69				

Nursery Education

NOTTINGHAMSHIRE EDUCATION DEPARTMENT
HEADSHIP
NURSERY EDUCATION
DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES

Applications are invited from suitably qualified persons for the above posts. The successful candidates will be appointed on 1st September 1977. Applications should be sent to the Director of Education, Nottingham City Council, 100 Victoria Road, Nottingham N2 1HQ. Closing date: 28th June 1977.

Primary Education

LEICESTERSHIRE EDUCATION DEPARTMENT
HEADSHIP
ENGLISH C.C. (CONTRACT) PRIMARY SCHOOL
Near Loughborough

Applications are invited from suitably qualified persons for the above post. The successful candidate will be appointed on 1st September 1977. Applications should be sent to the Director of Education, Leicestershire County Council, 100 Victoria Road, Nottingham N2 1HQ. Closing date: 28th June 1977.

Other Appointments

DEVON COUNTY COUNCIL
HEADSHIP
NURSERY EDUCATION
DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES

Applications are invited from suitably qualified persons for the above posts. The successful candidates will be appointed on 1st September 1977. Applications should be sent to the Director of Education, Devon County Council, 100 Victoria Road, Nottingham N2 1HQ. Closing date: 28th June 1977.

Education Department
Appointment of Headteacher
SAMUEL BARLOW JUNIOR SCHOOL
Church Road, Clipstone, Mansfield, Notts.

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.

Number on roll, 259. Salary Group, 6.
Vacant: 1st September 1977.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West England, Nottingham NG2 7QP.
Closing date: 24th June 1977.

Nottinghamshire County Council

NORFOLK COUNTY COUNCIL
Education Department
HEADS

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.

Number on roll, 212 plus 60 place nursery. Salary Group, 4.
Vacant: 1st September 1977.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West England, Nottingham NG2 7QP.
Closing date: 24th June 1977.

Nottinghamshire County Council

Education Department
Appointment of Headteacher
WARREN (NEW) PRIMARY SCHOOL
Top Velly, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.

Number on roll: 280. Salary Group: 6.
Vacant: 1st January, 1978.

AMBLESIDE INFANT SCHOOL
Minver Crescent, Aspley, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.

Number on roll: 212 plus 60 place nursery. Salary Group: 4.
Vacant: 1st September, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West England, Nottingham NG2 7QP.
Closing date: 24th June, 1977.

Nottinghamshire County Council



Illustrations from slide set 'H-Greeks 1. Men become Civilized' part of the Cambridge University Press.

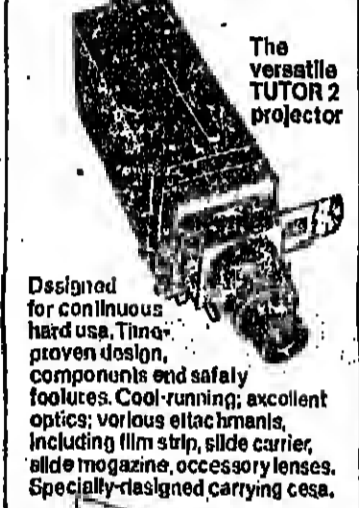
Rank Aids
audiovisual equipment
rugged · reliable · economical

The versatile TUTOR 2 projector

Designed for continuous hard use. Time-proven design, components and safety features. Cool-running; excellent optics; various accessories, including film strip, slide carrier, slide magazine, accessory lenses. Specially designed carrying case.

The flexible CARD READERS

Use special magnetic-tape slotted audio-cords, enabling pupil to hear teacher's voice while learning to recognise words or phrases. Model 500 - Teacher/Pupil unit; Model 510 - Pupil battery/mains unit.



To Rank Aids, FREEPOST, PO Box 70, Great West Rd, Brentford, Middlesex TW9 6BR.

Please send me a free trial kit on the following equipment. Tick which you require:

Tutor 2 projector
 Card reader
 Cassettes
 16mm film projector
 Quamulo ray screen slide projector
 Single studymate film strip projector
 Projection screens

Name: _____
Position: _____
Address: _____

PRIMARY Deputy Headships continued

Doncaster Education Committee

East Sussex County Council

Essex County Council

Hamshire County Council

Lincolnshire County Council

Northamptonshire County Council

North Devon County Council

North Devon County Council

Hampshire County Council

Kent County Council

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

London Borough of Lambeth

County of Cleveland Primary Schools Scale 2 Post (Re-Advertisement) Golden Flatts Junior School

Other Posts on Scale 2 and above

West Sussex Southern Area Deputy Headship Group 4 English Martyrs R.C. (Aided) Primary School

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

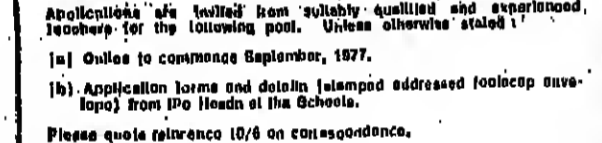
Scale 1 Posts

MIDDLE SCHOOLS continued Scale 1 Posts HORSNET WARDHAM MILLS SCHOOL...

Scale 1 Posts STAFFORDSHIRE EDUCATION COMMITTEE...

Technical Studies Heads of Department KENT COUNTY COUNCIL...

Other than by Subject Classification Other Posts on Scale 2 and above DERBYSHIRE...



Applicants are invited from suitably qualified and experienced teachers for the following post. Unless otherwise stated: (a) Offer to commence September, 1977...

SECONDARY Kings of Wessex VC, Upper Cheddar (13-15 mixed, comprehensive, 720: 120 in all) (a) For September, 1977, or January 1978, HEAD of MUSIC, Scale 2...

Secondary Education Deputy Headships Senior Masters/Mistresses CLWYD COUNTY COUNCIL...

Headships HERNINGHAM ABBEY SCHOOL...

Headships HERNINGHAM ABBEY SCHOOL...

Headships HERNINGHAM ABBEY SCHOOL...

DUNCASTER EDUCATION COMMITTEE...

HAMPSHIRE HANTS COUNTY COUNCIL...

HAMPSHIRE HANTS COUNTY COUNCIL...

HAMPSHIRE HANTS COUNTY COUNCIL...

SECONDARY Remedial Posts continued HELLINGDON...

Remedial Posts HELLINGDON...

Remedial Posts HELLINGDON...

Remedial Posts HELLINGDON...

CAMBRIDGESHIRE HUNTINGDON DISTRICT...

CAMBRIDGESHIRE HUNTINGDON DISTRICT...

CAMBRIDGESHIRE HUNTINGDON DISTRICT...

CAMBRIDGESHIRE HUNTINGDON DISTRICT...

ESSEX THE HAVINGHAM SCHOOL...

ESSEX THE HAVINGHAM SCHOOL...

ESSEX THE HAVINGHAM SCHOOL...

ESSEX THE HAVINGHAM SCHOOL...

LINCOLNSHIRE LINCOLN DISTRICT...

LINCOLNSHIRE LINCOLN DISTRICT...

LINCOLNSHIRE LINCOLN DISTRICT...

LINCOLNSHIRE LINCOLN DISTRICT...

County of Cleveland SECONDARY SCHOOL HEAD TEACHER LAURENCE JACKSON SCHOOL...

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE HEADSHIP WOODCOTE HIGH SCHOOL...

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE HEADSHIP WOODCOTE HIGH SCHOOL...

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE HEADSHIP WOODCOTE HIGH SCHOOL...

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE HEADSHIP WOODCOTE HIGH SCHOOL...

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE HEADSHIP WOODCOTE HIGH SCHOOL...

Re-advertisement Education Department Maylands School for Girls (Roll 730)...

DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

Havering Application forms and further details available (S.A.E.-please) from the Director of Educational Services...

BIRMINGHAM CITY COUNCIL DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

BIRMINGHAM CITY COUNCIL DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

BIRMINGHAM CITY COUNCIL DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

BIRMINGHAM CITY COUNCIL DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

BIRMINGHAM CITY COUNCIL DEPUTY HEAD GROUP 11 SCHOOLS BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL (AIOED)...

continued from page 11

current developments in environmental education at all levels, to identify areas of uncertainty and conflict, and to attempt to resolve these with the aid of working groups of teachers throughout the country.

Environmental education is currently practised at all levels from primary to higher. In the primary sector a wide range of themes are generally covered under environmental and rural studies, and the flexibility offered in classes which are not exclusively exam-oriented allows useful experimentation with inter-disciplinary studies which often focus on the man-environment theme.

In the secondary sector, however, where through lack of time and facilities teaching is commonly geared closely to the demands of syllabuses, environmental education as such is only really possible where there are suitable exam-based syllabuses. The lack of identity and coherence of the subject prevents it from being taught widely as a service subject.

Although there are now a wide variety of syllabuses at various levels, there is some evidence that the standard of environmental teaching in secondary schools could be improved in a number of ways. In the early 1970s the Conservation Society mounted a national survey into environmental education in secondary schools in Britain, and in the report published in 1974 Peter Berry, education correspondent of the society, concluded that environmental matters were being taught, partially and incoherently, with virtually no overall thought or organization.

This is clearly a worrying conclusion to have to draw, but possibly one explanation centres around the basic shortage of suitable environmental studies courses at colleges of education before about 1970. In the higher education sector there are a larger number of options available, and the demand for environmental education appears to be more clearly identified and catered for since this is the educa-

tional platform which will launch the conservationists of tomorrow on their chosen careers.

In the colleges of education there is now a wide range of environmental studies and science courses, generally inter-disciplinary and multi-orientated. The situation in universities and polytechnics is even more encouraging. This year there are in the order of seventy undergraduate environmental science studies courses available in Britain, many of them centred upon specially created environmental science/studies schools and departments (such as those at the universities of East Anglia, Hlster, and Lancaster). There are facilities at the post-graduate level also, and the most widely known of these is the masters course in conservation offered at University College London since the early 1960s.

Complementary to these facilities for environmental education in a formal sense, there are a number of encouraging signs that the demand for conservation education is being met through informal and incidental channels. There are a number of opportunities for out-of-school involvement in conservation activities which include membership of "participation" groups such as The Conservation Corps, the field force of the British Trust for Conservation Volunteers which actively helps in the maintenance and management of nature reserves and sites of biological, scientific and archaeological importance, and the Watch projects organized by the Advisory Centre of Education, which, with the use of simple study kits specially prepared for the exercise, coordinates a series of nationwide surveys by young people which in date have considered water and air pollution, building conservation and the like.

Membership of local conservation groups also offers informal educational opportunities through contact with fellow members, participation in local conservation and publicity literature such as regular newsletters and the like.

Two large groups which are active in environmental education in Britain are the Conservation Society with

more than 70 branches, which has a sister organization, The Conservation Trust, geared specifically to conservation education through the publication of booklets and the establishment of a resource bank of reference and textbooks, slide sets, and the like, for use by subscribing schools and colleges; and the Friends of the Earth Ltd, with more than 100 branches, which holds a similar position at the local and national scales against proposed projects which threaten to damage the environment or to squander valuable resources.

Students can also benefit greatly from the experience of belonging to one or other of the national scientific organizations such as the Botanical Society of the United Kingdom, the British Trust for Ornithology or the Mammal Society. These various groups serve the valuable roles of disseminating up-to-date information in their respective fields, of providing education service facilities, and of coordinating a national distribution mapping scheme which aims to provide-through volunteer observers—up-to-date knowledge of the distribution of species of plants and animals which will assist in identifying declining populations, persecuted species and those in danger of extinction.

Many environmental organizations, apart from the important role of education in promoting environmental awareness, have appointed education officers or committees (such as the Society for the Protection of Nature Reserves, recently changed to the Royal Society for the Promotion of Nature Conservation—Friends of the Earth Ltd and the Conservation Society).

Incidental learning is also of vital importance because exposure to frequent coverage of environmental items in the news media can only serve to increase environmental awareness by reinforcing what has been learnt in more formal situations elsewhere. The series of Radio lectures given on BBC radio in 1969 by Dr (now Sir) Frank Fraser Darling on the theme "Wilderness and Plenty" provides a strikingly effective example of this.

Likewise, visits in the country, to particular natural parks, nature reserves, and the like, bring life to the concepts and details mentioned in the classroom situation, and give both a clearer perspective and a lasting place within the personal experience of the observer.

There are thus a wide range of opportunities available to the individual seeking to increase his or her own environmental awareness, ranging from the formalized opportunities centred upon teachers at the school, college and university sectors, through more informal opportunities associated with membership of, and participation in, various local and national conservation and scientific groups, to the more or less incidental opportunities afforded by general reading, by watching television, listening to radio, participation in general discussions, etc.

Some educationists have expressed concern that there is as yet too little concern for formulating the objectives of environmental education in the school and higher education curricula. Undoubtedly this stems from the continuing problem of identifying the exact nature of environmental education and of defining its relationships with the established academic subjects and with environmental studies.

There appears to be two main slides to the issue. On the one hand many stress the educational value of using the man/environment relationship as a basis of study—that is, they view the environment as a medium for education. On the other hand, there are those concerned with the need to promote a sense of personal responsibility for the state of the environment—the goal of education, environment as the goal of education.

The search for objectives seems likely to continue in the near future, and the ultimate choice will depend upon the identification of a common theme between the conflicting views of the educationists and the conservationists. The central objective must focus on the need to develop a "conservation ethic" of the sort which Aldo Leopold had in mind when he wrote "That Land as a community is the basic concept of ecology—but that land to be loved and respected is an extension of ethics" (1949, Sand County Almanac).

Dr Chris C. Park is lecturer in Geography at Saint David's University College, Lampeter.

Quest for a format

Mike Lyth on writing for environmental studies

What do pupils in schools under the term "environmental studies"? What do they understand by "environmental studies"? Are the two activities different or the same? If different, what are the differences?

How many Maude 3 CSE schemes are there in environmental education? What are the schemes like? What printed resources are there for such schemes? What are the gaps in the provision of resources?

These were some of the questions which occupied the minds of a group of us at the Centre for Science Education, Chelsea, between 1974 and 1976. Several of us were involved with the Nuffield Conservation Education Project. All of us were particularly interested in the last question—that is, in providing new resources for environmental education.

Our previous experience in writing for conventional science courses had not prepared us for the problems of writing in this new field. First problem—a "syllabus". We could make few assumptions about what was going on in "environmental science" lessons in schools.

What seemed likely was that, since the environment is "everything except me", the content of an environmental course could be anything which took the teacher's or pupils' fancy. That is, in the best sense, anything that was interesting and relevant to the lives of pupils in a particular locality.

In fact, a detailed survey of Mode 1 and Mode 3 CSE and CSE schemes was later to confirm this. All the syllabuses were different, sometimes dramatically so. They varied from the scheme prepared by a country school which consisted almost entirely of what used to be called "rural studies" in that prepared by a city school, which contained urban studies, "social history" and "streetwork".

Despite these variations, most schemes had a relatively small cluster of basic ideas in common. These were: "the different parts of pollution"; "conservation"; and "looking for alternatives" (new energy sources, non-polluting technologies, etc.).

The second problem was to do with the transcendence of much of the content of environmental education. Most programmes dealt with "current" issues—which, of course, change from day to day. "Concorde and the noise problem" may lift the headlines for weeks; but then the spotlight shifts and picks out "superstrikers" or "M-way protests" or "alternative energy sources".

We felt that any written material we produced would have to solve this problem of transience. It would have to be immediate, and topical, and in a sense, "throwaway".

The answer to both problems seemed obvious—to produce a magazine for use by the pupils as part of their environmental science and environmental studies programmes. The idea for *Quest* magazine was born.

At this point our meetings were opened, at the one hand, to an interested firm of publishers (Mary Glasgow Publications), and on the other to bring in teachers and advisers.

The result of these wider discussions was a decision to go ahead with a pilot version of the magazine. Finding a title turned out to be surprisingly difficult. Of the many suggested "Earthbound" and "Horoscope" were favourites for a while but gradually "Science Quest" then "Quest" took over.

Quest would be designed to be interesting to read and easy to write with for ordinary 12 and 14-year-olds; hot as part of their school programmes, and at some as part of their general reading. It would contain "throwaway features"—of immediate (and transient) interest to the pupils, which might build up into a textbook.

From time to time it would include quizzes and puzzles; briefing features; "discussion" starter pages; apartments; surveys; and constructional projects. It would come out six times a year, and teachers' notes would be provided (open set or tap magazine).

The pilot edition went out to several hundred selected schools in the summer of 1976; some of the

teachers using it completed a questionnaire; the pupils sent us their opinions; and several schools were visited by members of the team.

The feedback was most encouraging—it seemed obvious that *Quest* was wanted, and even needed. Whether, in the current economic climate, it could be afforded remained to be seen. In January 1977 one copy of the pilot was sent to all schools in the United Kingdom with no offer to provide datasets at a "bargain price".

The response was good and a "collar" scheduled to go in the spring of 1977. It is hoped to be sufficient to justify the autumn will see the regular publication of a new kind of magazine for science teachers.

However, back in the spring of 1976 the pilot version had still not been written. We began to do this in two images of environmental education in our minds. The images formed as a result of our preliminary study of syllabuses and our own own teaching; and observations at that of others.

The first image was that of a whitecoated science teacher carrying a microscope in one hand and a scalpel in the other, and followed by a crowd of pupils carrying clipboards. "Marching toward to confront the environment" would have been a suitable title.

The second image portrayed a teacher, wandering through a city street, and surrounded most of the time by a gaggle of pupils. Just time to time the group would stop to admire a beautiful church, or shake their heads at the ravage of sulphurous rain on the limestone walls, or the cracks caused by juggernauts lumbering by.



Occasionally, pupils would leave the group to interview passers-by to examine the polished rocks in the church, and of course the juggernaut. Sometimes the same group would be seen in a circle at the feet of their teacher having a discussion about some, or other, burning issue.

The teacher would try to make sure that the discussion was balanced, unbiased, and with all arguments on both sides presented. At the end, everybody would be left bored, but comfortable, sitting on the fence.

Both images were unfair to environmental education—both were crude and cynical. However, they did indicate two approaches to the subject, each with its attendant dangers. The first image depicted the environmental goals approach, involving, and a certain degree of manipulation, and second depicted the environmental studies approach—subjective, emotional, involved, and with largely affective objectives.

The first approach seemed to be dangerous because it required that pupils to play a role in which they were automatically isolated from the environment—that is, a field environment (probably a field over there, and we are over here) looking at it.

In playing such a role, pupils could hardly be expected to develop a feeling of "ownership" with the environment, or feelings of responsibility for it. Their concern would be expected to be limited to the hope that their specimens would stay alive long enough to be

observed, measured, catalogued and dissected.

The second approach did not have such dangers, but it seemed limited in its ability to deal adequately with controversial issues. It seemed too "scientific"—too short of, and giving too little attention to the provision of an objective data base—"objective", that is, not in the sense of "uninvolved", but in the sense of "likely to be agreed upon by all participants".

The approach chosen for *Quest* was an amalgam of the two. We would always begin by attempting to get the pupils involved (emotionally) in a possible aspect of themselves or their environment. At a later stage we would use "science" as a reference library—to supply additional information—as a "toolbox" of techniques for collecting testable data.

All of us were familiar with number of modern curriculum development schemes whose "aims" express the desire that pupils should understand the interaction between science and society. Aims 6 and 11 of SCISP (Schools Council Integrated Science Project or "Patterns") are typical:

Aim 6: Pupils should be able to demonstrate their degree of competence in understanding the significance, including the limitations, of science in relation to technical, social, and economic development.

Aim 11: Pupils should be concerned for the application of scientific knowledge within the community.

In writing *Quest*, we were not complete sympathetically with such aims, but we were worried about the way they are often interpreted (not necessarily in SCISP). It seemed to us that much of current science teaching is a simulation of classical, uninvolved, pure, ivory-

The integrated village

Described by Ron Wilson

Village studies often centre on one particular aspect, such as architecture, walls, streets, and so on. However, with some degree of planning an integrated study can be carried out, and the results will be most rewarding to all concerned. Biology, geography, geology, in fact every subject, can be covered. The village, any village, is a unit, and can be studied as such.

Before a study begins it is useful for the teacher to cover some of the records, background information, and materials relevant to such a study. Other materials such as old photographs and newspaper cuttings will usually turn up during the course of the study.

The county records office and reference library are among the chief sources of information, and for other local parish information, the church records will prove invaluable. Some of the more valuable historical information the antiquity of the records will depend on the individual village. For some there are charters going back to the time of the Saxons; for others this information is much harder to come by, and relatively recent.

Although the information can be obtained by the teacher, it need not be divulged to the children at this stage. During their studies where they can obtain further information. They can visit places to gather materials, including museums, libraries and the record office.

Nevertheless, a "package" of maps, both current and out of date, magazine articles, brochures, and so on, are available and can be applied, or useful as the basis for an information bank.

In this article it is only possible to give an indication of some of the ways in which an integrated study is easier to divide into workable units. In this way each group will be working on one aspect and some on another. By staying on "exhibitions" at the end of the project, everyone will be able to see the results of their labours.

Having completed the ground-work, and with all objectives defined, the work can begin. The following are suggestions to the teacher which such a project might follow.

As a general rule children should



be encouraged to explore the village to the full. They should look, see, smell, and where possible, taste. They will be able to appreciate the village in all its modes, if they are encouraged to use their senses to the full.

Initially, it is a good idea to get the children to look at the village briefly as a whole unit. One of the ways of doing this is with a loosely structured village trail. This helps to direct the children's observations, encouraging them to look, and find out for themselves, and at the same time, helps to familiarize them with the layout of the village within which they will be working.

This initial reconnaissance will give them some indication of the topics which they could study. The teacher should also be on the look out for materials and objects which might be useful for follow-up work. Pieces of stone, fossils, pottery, glassware, twigs, leaves, odd pieces of wood, and so forth.

In most villages the church is the central focal point, mainly because of its size, and also because, in many places it stands on higher ground. It provides a wealth of material which can be studied. Both the inside and the outside of the church provide useful study features from many viewpoints.

The nature of the material used for the building, the age, the weathering of the facade, a study of pollution by looking at the lichen distribution or the lack of it are all important topics for study. Rubbings of gravestones and other materials for texture are important. Statues and memorials to local families, stained glass windows, paintings of coats of arms, family mottoes and crests, should all be looked at, and will form the basis for in-depth studies of particular aspects.

In the churchyard the gravestones are important, since they give a great deal of information about local people—names, longevity, children. Since many villages are highly derelict, there is now little room for wildlife, and the churchyard provides a sanctuary for many of the local species.

Thus the plants can be surveyed, together with the animals which feed on them, the birds which nest and feed there, all can be studied, as well as the smaller forms of animal life.

And what of the ancient customs connected with the church? Are people still held by some of the older people living in the community? Or

will of the technologists, and often in an utterly way that is a reference library or a textbook.

We felt that understanding of the way that technologists work; of the ways in which their work differs from CUPIT research; of the nature of their products; and of the kind of essential prerequisites for any discussion of the social relevance of science.

One of our major aims, therefore, would be to develop such an understanding to fill the gap between the world of science and the world of society, while developing both. Hence our by-line: *Quest*—a magazine of science, technology, and your environment.

Mike Lyth is lecturer in integrated science education at the Centre for Science Education, Chelsea, and writer and editor of "Quest".

FACTORS IN FARMING: TWENTY GEOGRAPHICAL GAMES

Roger Minchell

Level: for 11 to 13 year olds and older non-examination pupils. A highly illustrated series of 20 books which call for a large amount of pupil involvement. Special attention is given to the contrast between "developed" countries and the Third World.

Each book covers progress from physical (soil, soil, weather) through economic (costs of production, transport, competition or co-operation) to political and social. A Pupils' Book contains the rules for each game and the Teacher's Book contains 12 short stories which provide the basis for the games and 12 pages of notes on the use of the games within courses.

Pupils' Book: 017 434202 0 45p
Teacher's Book: 017 434201 2 15.00

For a complete list of titles write to: Nelson, Lincoln.

PEOPLE AND PLACES

Tony Crisp

Level: for 11 to 13 year olds and older non-examination pupils. A highly illustrated series of 6 books which call for a large amount of pupil involvement. Special attention is given to the contrast between "developed" countries and the Third World.

Each book covers progress from physical (soil, soil, weather) through economic (costs of production, transport, competition or co-operation) to political and social. A Pupils' Book contains the rules for each game and the Teacher's Book contains 12 short stories which provide the basis for the games and 12 pages of notes on the use of the games within courses.

Pupils' Book: 017 434202 0 45p
Teacher's Book: 017 434201 2 15.00

For a complete list of titles write to: Nelson, Lincoln.

INSPECTION COPIES

To: The Educational Department, Nelson, Lincoln Way, Windmill Road, Goulton-on-Thames, Middlesex TW16 7HP. Please send the following inspection material:

Prospectus for Factors in Farming
 4340710 Food and Farming
 4340729 Towns
 4340737 Fuel and Power
 4340745 Transport
 4340763 Industry
 4340761 Different Worlds

Name: _____
School: _____
Address: _____

Nelson
7TES14

The first choice Secondary Atlas

Atlas Three
Includes detailed treatment of Britain by region
Perfect for project work
Designed primarily for CSE
£1.50/142 pages/Limp cover

For inspection copies write to:
Cartographia Dept
William Collins Sons and Co Ltd PO Box Glasgow G4 0NS

Atlas Dept, Longman Group Ltd
Longman House, Burnt Mill Harlow, Essex CM20 2JF

Collins Longman Atlases

Project Scotland

Edited by T. H. Mesterton and W. A. Turner

Geography, environmental studies... and more.

Designed for 9-12 year olds and beyond, this resource pack presents Scotland through the life and work of its people.

£20 + VAT 0 05 002895 2

Your kit arrives in this sturdy storage box

32 full colour pupil booklets in each Unit slip case

Each booklet carries a symbol to indicate the geographical region of the case study location

Colour is used to tie the Unit

Envelope holds Teaching Guide, Slideslips and Wall Map

The complete kit consists of 128 pupil booklets, a wall map, 3 full colour slideslips of 5 double frames each and a 32 page teaching guide.

Oliver & Boyd
Croydon House
23 Ravelston Terrace
Edinburgh EH4 3TJ
A Division of Longman Group Ltd.

Climatic change and world food

By John Gribbin

The local problems posed to Britain by a continuing deterioration of the climate are severe and almost unique. We are dependent, on so many levels, on the climate of the North Sea for our economic salvation—all extracted under conditions that already push the technological abilities of our engineers to the limit, and which are likely to get worse, rather than better during the next few years and decades.

In agriculture, as prices of food commodities continue to soar on the world markets, our producers are constantly being urged to step up output in order to reduce the costly need for massive food imports. Yet, over the past 25 years the length of the growing season in central England has shortened by a fortnight—essentially, the late frosts of spring are a week later than in the early 1950s, while the early frosts of autumn are a week earlier.

The unpredictability of the pattern of climatic extremes now being experienced is illustrated in more clearly than by the problems of the sugar producers. Britain's sugar beet crop has been hit by the removal of our traditional sources of cane sugar in the West Indies, led to a massive investment in sugar beet production, especially in East Anglia, starting a couple of years ago.

The dry summer of 1975 hit this crop severely, but the agricultural planners shrugged it off as "just one of those things". Then, the summer of 1976 was even drier, and the beet suffered even more. What can the farmers do? Malze, on the strength of the past two summers, has been hailed as a saviour of the agricultural industry, especially in southern England, and more is being planted this year than ever before. But what will be the results if we have a cold, wet summer—quite on the cards if the climate continues to swing from one extreme to the other.

Industry, such as agriculture, is most disrupted by extremes of climate—any year or less contains a record of such extremes. Many people notice last year that while the law in Britain defines a minimum temperature for working conditions, there is no set maximum. A heat summer can hit industry by increasing absenteeism; a hard winter increases days lost through illness, puts up heating bills and makes it harder to obtain raw materials and deliver the goods.

The old jokes about British Rail being disrupted by a slight frost are not entirely fair. We have had two really hard winters in the past two decades, and on that kind of average the sort of investment in snow clearing equipment needed by railways in Canada or Scandinavia does not make economic sense. But if there are likely to be three such winters in the next 10 years, say, then some investment along those lines is justified.

The prospect of British Rail seeking funds for such investment, and the image such a prospect brings to mind, only serves to emphasize the painful need for adjustment of attitudes throughout the whole of British industry, and government, to meet the problems of climatic change.

In spite of these special local problems, however, the real impact of any sustained climatic change is likely to hit us through its effects on the food supply of the world's still growing population. The political importance of the problem has been thrown into relief by the recent release of a series of declassified CIA reports.

The spectre haunting them is of the Union of Soviet Socialist Republics as a regular purchaser of perhaps 20 million tons of grain each year on the world markets, forcing prices up, restricting supplies available to the Third World and creating a potentially explosive situation when the threat of starvation in some countries might lead to nuclear blackmail, or even all-out war between those who have nothing to eat and those who have a little.

The irony of this is that, as a growing number of biologists and ecologists are pointing out, the world food and population are not technological problems, but almost entirely political. Put in the crudest terms, the poor starve not because there is no food available, but because they cannot afford it. This dramatic statement cuts counter to much of the teaching of the "prophecy of doom", and needs some justification.

First, and most astonishing of all to anyone familiar with the cries of the doom-sayers, world population has not been increasing as rapidly as the world's food production over the past two decades. Reports published by the FAO show an average annual increase in population of 2 per cent, compared with an increase in food production of 2.8 per cent a year. This surplus is not evenly distributed, even now, but of distribution.

Is the food supply definitely sufficient, if it could be distributed evenly? Official United Nations figures (FAO and WHO) suggest it is. In 1970 the food produced would have provided overpopulation in the world with a diet of 2,420 kilocalories a day—and the 1971 WHO/FAO recommendation for an average healthy diet was 2,354 kilocalories a person a day.

Such a diet might be dull for the standards of modern Britain, but it would be enough. What has gone wrong in the past two decades is that while food production has increased (more than doubled in 30 years in the Indian sub-continent, for example) inequalities have grown at the rate of food supplies. As the author of a Foreign Affairs and Freedom, and "Our Common Planet", both published by World House.

There are parallels between environmental education and sex education. We are always being taught that it is not enough to give instruction in the biology of sex while remaining silent about love, responsibility and the respect that human beings owe each other. It is in the nature of systematic education, as philosophers from Plato to Herbert Read have reminded us, to neglect the education of the emotions.

Towns and cities and the urban environment are investigated under the banner of several school subjects in an analytical, fact-finding way, but we still undervalue the visual, sensory and emotional impact of the built environment: how we feel about towns, what makes us feel at home in a place, what makes us sick of the sight of it. The Schools Council Project Art and the Built Environment (A-BE) is an attempt to find a positive role for the art department in environmental education, not as an alternative to, or a rival to, or a servicing agent to the work of other departments, but as an essential educational complement.

The aims of the project are to enlarge the student's environmental awareness and help them develop a "feel" for their urban surroundings to enhance their capacity for discrimination and their competence in the visual appraisal of the built environment; and to evolve and disseminate generally applicable techniques and methods for achieving these objectives.

It is being run by a voluntary body, the Town and Country Planning Association, among whose activities has been for the last six years the publication of the monthly Bulletin of Environmental Education (BEE) which is being used as the vehicle for trial materials. The project officer is Eileen Adams, seconded for two years by the LEA from Fulke School, where, as deputy head of art, she has been running the Front Door project, a pioneering venture in this field (see YES, June 11, 1976).

Front Door has several unique features, one of which is that it has a programme of activity for every year of the school, from six to 13, either as art or liberal studies, but firmly based on a visual approach. The A-BE project has a more limited age range: the 16 to 19s in schools, sixth-form colleges and in further education.

How will the new syllabus work out? First-year students will start on subjects such as geology, climatology and meteorology, physical chemistry, organic and biological chemistry, psychology and plant physiology, and analytical methods. Invertebrate zoology, the anatomy and physiology of farm animals, and crop biology and genetics can also be studied.

Second-year subjects include soil science, biological statistics, plant physiology, ecology and intermediate in chemistry. Industrial chemistry will introduce studies of the petroleum and heavy metal industries, processing of organic materials in industry, and waste discharge. Other subjects are crop production, agricultural and horticultural technologies, and crop pests and diseases.

Crop protection is developed further in the third year of the course, when students will also work on environmental pollution, biochemistry and microbiology. Earth resources is the subject of one of a number of new courses which the department is offering, and this will raise questions such as what quantity of earth resources is consumed by chemical industry, how much exists at present, and

Out of the art room into the street

By Colin Ward, director of the Schools Council Art and the Built Environment Project

There are parallels between environmental education and sex education. We are always being taught that it is not enough to give instruction in the biology of sex while remaining silent about love, responsibility and the respect that human beings owe each other. It is in the nature of systematic education, as philosophers from Plato to Herbert Read have reminded us, to neglect the education of the emotions.

Towns and cities and the urban environment are investigated under the banner of several school subjects in an analytical, fact-finding way, but we still undervalue the visual, sensory and emotional impact of the built environment: how we feel about towns, what makes us feel at home in a place, what makes us sick of the sight of it. The Schools Council Project Art and the Built Environment (A-BE) is an attempt to find a positive role for the art department in environmental education, not as an alternative to, or a rival to, or a servicing agent to the work of other departments, but as an essential educational complement.

The aims of the project are to enlarge the student's environmental awareness and help them develop a "feel" for their urban surroundings to enhance their capacity for discrimination and their competence in the visual appraisal of the built environment; and to evolve and disseminate generally applicable techniques and methods for achieving these objectives.

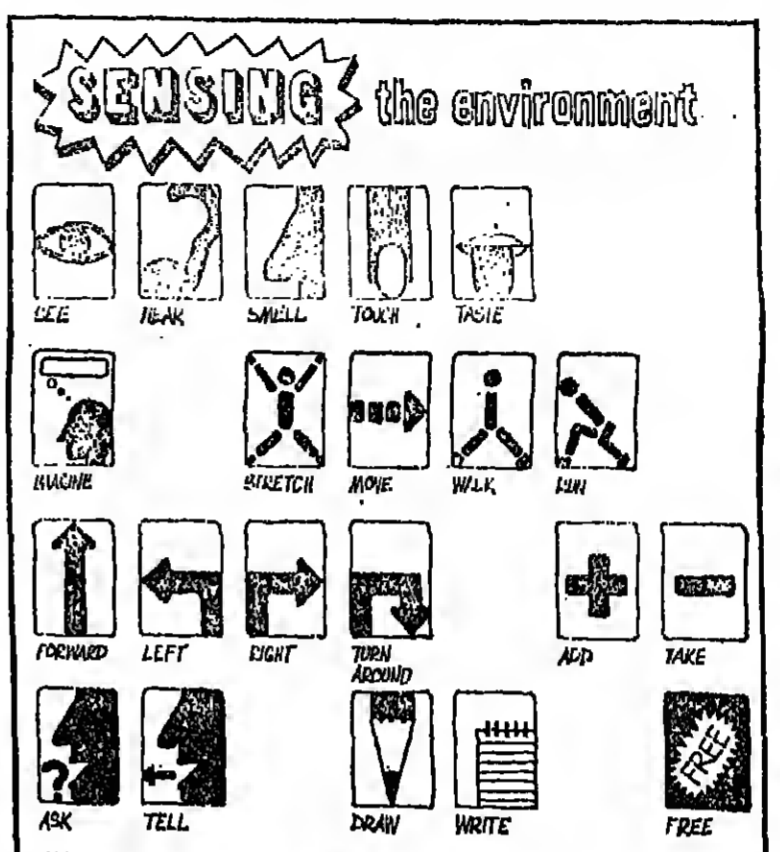
It is being run by a voluntary body, the Town and Country Planning Association, among whose activities has been for the last six years the publication of the monthly Bulletin of Environmental Education (BEE) which is being used as the vehicle for trial materials. The project officer is Eileen Adams, seconded for two years by the LEA from Fulke School, where, as deputy head of art, she has been running the Front Door project, a pioneering venture in this field (see YES, June 11, 1976).

Front Door has several unique features, one of which is that it has a programme of activity for every year of the school, from six to 13, either as art or liberal studies, but firmly based on a visual approach. The A-BE project has a more limited age range: the 16 to 19s in schools, sixth-form colleges and in further education.

How will the new syllabus work out? First-year students will start on subjects such as geology, climatology and meteorology, physical chemistry, organic and biological chemistry, psychology and plant physiology, and analytical methods. Invertebrate zoology, the anatomy and physiology of farm animals, and crop biology and genetics can also be studied.

Second-year subjects include soil science, biological statistics, plant physiology, ecology and intermediate in chemistry. Industrial chemistry will introduce studies of the petroleum and heavy metal industries, processing of organic materials in industry, and waste discharge. Other subjects are crop production, agricultural and horticultural technologies, and crop pests and diseases.

Crop protection is developed further in the third year of the course, when students will also work on environmental pollution, biochemistry and microbiology. Earth resources is the subject of one of a number of new courses which the department is offering, and this will raise questions such as what quantity of earth resources is consumed by chemical industry, how much exists at present, and



Pack of Chance Cards drawn by Walter Mervin for Brian Goodley's "Sensing the Environment" issue of BEE.

In practice this is a very mixed bunch, including the traditional sixth-formers preparing for an A level in art, their colleagues taking art as a non-examination option, the "new" sixth-formers and the variety of further education students as well as, in one of our dozen trial institutions, students of the interesting course called General Education Through Art and Design, run by the Yorkshire and Humbershire Committee for Further Education.

No two of our trial schools are alike, and of course no two students. There are those who have always been "art" or "liberal studies", but reached a considerable level of graphic sophistication, and there are those who, like most of the school population, dropped art at 13 or 14, but have matured intellectually or

emotionally but find themselves lacking the skills to give expression to this maturity.

Photography, of course, comes in the rescue here, but even in saying this, we reveal the assumption that

some kind of visual art product is the end result of the project for the student.

Certainly we have seen some marvellous works of art which students have developed from some environmental inspiration, motif or detail. They stand in their own right and need no apology, and they also satisfy the A level examiners. But do they necessarily fulfil the aims of our project?

We have the feeling that it is not enough to give the built environment its raw material for art work, as an alternative to still life, figure studies or natural forms. There must be some kind of experience to which students could be exposed, which would, without necessarily filling a portfolio, develop that discriminating "feel" which our terms of reference evoke.

With this in mind, we have sought, with the generous help of the handful of people in this country who are authorities on the visual, sensory and aesthetic approach to environmental education, to produce a series of "exercises" called "Environmental Exercises". The first of these, Experiencing Townscape by Keith Wheeler of Leicester Polytechnic, is centred upon a town-scene notation system, with a series of "experiences" for students to try out in any urban landscape including "street-chasing" as an experience of social vision.

The second, Sensing the Environment by Brian Goodley of Oxford Polytechnic, develops with scenes of the town of Lawrence Weston in the American West—the idea of the sensory walk as a means of heightening environmental awareness.

The third, Building Appraisal by Jeff Bishop of the Centre for Advanced Urban Studies, Bristol,

expounds a method for gauging the degree of success or failure of an existing, new or proposed building against the criteria of CRIB (Context, Routes, Interface and Grouping). A forthcoming issue, The House that Jack Built will attempt to trace the pictorial or pictographic assumptions behind our feelings about the urban scene.

Obviously not all these approaches are going to appeal to all art teachers, in or outside the project. It may even be that the educational strategy of issuing trial materials to the participating schools is far too appropriate to the way art teachers work. But the wealth of ideas they contain can be adapted in innumerable ways by the teacher or student.

And the schools themselves are developing their own methods of approach. At Ysgol Gym, Ystalyfera, in South Wales, the work is based on the "decline, decay and development" of a dying village. At Sherlocks School, Hoddeston, students are involved in a comparison of Hatfield's new shopping centre and old Hatfield. At Peter Symonds College, Winchester, they are making use of environmental reference in their usual art studies of colour, movement, etc. A project of Banbury School links the work with creative writing.

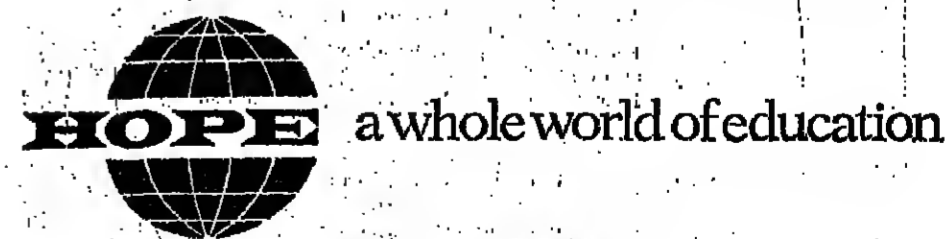
We are anxious to see the trial materials used in a variety of associate schools besides the trial institutions, and the issues of BEE referred to are available at 40p each post free from Schools Council ABE Project, 17 Carlaw House Terrace, London SW19 5AS. Since it is probably true that there are no new educational ideas, only new people discovering them, we would particularly like to hear from art teachers who have been experimenting in this field of work.

How to tighten your budget belt and gain in quality..

Hope offer an extensive range of geographical equipment including maps, wall charts, atlases and books.

Place your order now and save—January 1st prices held until July 1st.

For information on all geographical aids, refer to your catalogue immediately.



Hestair Hope Ltd
St Philips Drive, Royton,
Oldham, OL2 6AG
Tel: 061 633 3935

A member of the Hestair group of Companies

صحة من الجسم

Poles apart

A beautiful collection of pictures from the most extreme climatic regions of the earth are contained in 4 new ecology filmstrips from VP.

Polar regions:
The Arctic: The Antarctic

Desert regions:
A general survey. How animals adapt

Each 8 1/2 filmstrip with handbook, average 88 frames: £2.75 each.
Each cassette (optional), carrying 15-20 minute commentary: £2.00 each.

Details of new astronomy filmstrips and other series on ecology, geology and science in new colour catalogue from: Visual Publications, 197, Kensington High St., W8 6BB



A new degree course at Wye College

By Adeline Hartcup

Production without pollution

Wye College, the University of London's vigorous teaching and research department for undergraduates and graduates in agriculture, horticulture and related sciences near Ashford, Kent, is about to establish a new degree. From the beginning of this coming academic year, the BSc in Environmental Chemistry (UCCA 3640) will offer a broadly based science training, with special emphasis on the application of chemistry to the human environment. The BSc is directed by Dr J. L. Garraway, senior lecturer in agricultural chemistry in the department of physical sciences at Wye, who planned the new course realistically. The use of chemicals is as justifiable and inevitable in agriculture as it is in medicine, he says. But the environmental problems this raises must be considered and solved by people with specialist training. The objective must be to produce a new generation of scientists who will be able to help us to solve the environmental problems of our time. As lecturers and analysts in government services and in public and private industry; with water and

continued on opposite page

ENGLISH CANALS
BRO THE ENGLISH CANALS
A point to point canal and some other waterways in the south of England. Excellent map for sale.
Wholesalers: Selecta (London, Meopham), 125 Lee High Rd, Lawshall SE13.
STUDLEY HOUSE, VEDDINGHAM, TETTERHAM, LINCOLN.

Andrée Brooks on America's Youth Conservation Corps

Hard-hats in the wilderness

Their bright, sunshine yellow hard-hats with the telltale blue-and-white "Y" emblem on the front stand out like beacons in a desolate wilderness. And in only a few short years, the youngsters who wear them have become hard at work in the American outdoors during the hot summer months.

They are the hundreds of members of the seven-year-old United States Youth Conservation Corps, a combined Federal and state-funded programme designed to offer badly needed summer employment with an ecological bent to jobless teenagers.

Troubled by the sight of so many out-of-work teens hanging around aimlessly during the long ten-week summer vacation unable to find jobs and drifting into trouble instead, Congress appropriated Youth Conservation Corps funds in 1970 as a constructive alternative open to youngsters from every kind of background—not just the minorities and the needy. Statistics showed that lawlessness emanating from drug traffic and vandalism nurtured on the street corner among the indolent young was certainly not a problem confined to decaying inner-city neighbourhoods. It flourished anywhere teens were left idle.

Each member is paid approximately \$500 for the eight-week season out of which a small amount is withheld to cover cost of food and lodgings. "You really work like a dog," said one 17-year-old from Wisconsin. "But I learned more about wildlife in my first week than I could have in a month at home."

There was opposition at first. Certain Federal officials felt the young people would not be capable of the tough physical work in the wilderness areas envisioned by the plan; that there would be trouble, violence and scandal in the camps.

and that the work would end up being essentially and not really worthwhile.

So the scheme started off shakily with the opening of 64 camps throughout the nation, each with a specific goal: blazing new trails through forest regions and state parks, planting seedlings for reforestation, clearing areas, restoration of historic sites, assistance on archaeological digs, improving the habitat of endangered species by erecting nesting boxes and building dams to create marshes, conserving beach and theatrical areas, building wooden footbridges over streams and rapids to expand leisure areas and generally cleaning up and improving the American wilderness.

Miraculously—and so fulfilling the fondest dreams of its initiators—the programme was so successful that the organizers are now almost reluctant to publicize the corps. "Although we hardly told anyone," said Wayne Bell, assistant director of the Department of Agriculture's YCC operation, "we were swamped with over 120,000 applications for just 2,600 positions. Even better, we were soon able to show we were getting 75 cents and sometimes more back in labour for every dollar we put into the programme."

Each member is paid approximately \$500 for the eight-week season out of which a small amount is withheld to cover cost of food and lodgings. "You really work like a dog," said one 17-year-old from Wisconsin. "But I learned more about wildlife in my first week than I could have in a month at home."

There was opposition at first. Certain Federal officials felt the young people would not be capable of the tough physical work in the wilderness areas envisioned by the plan; that there would be trouble, violence and scandal in the camps.

Each member is paid approximately \$500 for the eight-week season out of which a small amount is withheld to cover cost of food and lodgings. "You really work like a dog," said one 17-year-old from Wisconsin. "But I learned more about wildlife in my first week than I could have in a month at home."

Radio—a practical resource

By Geoffrey Sherlock of BBC School Radio

The term Environmental Studies has just about as many definitions as practitioners, but at least the classroom teacher has sorted out, in his or her mind, what the term means in relation to each class.

As the producer of a national network radio series, "Our Changing World", my problem... is to be a practical resource which makes a practical contribution in environmental and geographical studies in the classroom wherever, that classroom exists. Obviously my colleagues and I cannot create programmes totally suited to every setting but we can provide stimuli to help bring home to the audience the importance of the environment in local daily surroundings, nationally and on a world-wide scale.

Unfortunate as they are, crises like the recent one on the Esklink field in the North Sea do bring home the vast interlocking interests in the worldwide picture. Some of the basic contributions we, as national radio producers, can provide are real, live, up-to-the-minute reports and the speech of people involved in significant day-to-day events.

Not only the national and international figures but local people who guide and control events in official capacities or people who have made contributions to local events because they feel involved end took part and considered action. This last group may well be school based. The presentation of a national audience of the work of enterprising schools, local authorities and individuals can provide strong stimuli to go and do likewise.

In the secondary geography series, "Our Changing World" (13 programmes) this term, I have broadcast a series of programmes on the Leeds Town Trust. This included the voices of Peter Wilby and William Pick, who with local teachers devised the trail. It also included the views of pupils who have used the trail, and their discoveries and reactions.

While the programme provided a simple case study of some of the development stages of the city of Leeds it also, hopefully, set off some schools to make their own trails in their own urban environments. In this way, they can realize the shape and organization of a town.

Later in the term, specific town study techniques were shown in application. Town planning was set in context. James Brass, director of planning, and his colleagues showed how they used the basic techniques of traffic counting to help them plan road systems. In this way, the standard techniques used in so many geographical and environmental study schemes can be shown to have practical application. It is not just an exercise thought up by the teacher to produce a variety of graphs for a wall display; the project has a concrete end in view.

We are also able to reach decision makers in other practical situations. For example, the chief adviser for a national chain of food stores has to be a practical geographer. How can he be aware of weather changes, natural disasters, political changes, transport developments, all of which could enter his shelves of certain products in a week or two months time. Have your pupils noticed recent reports on weather from the United States? East Africa? Crop disease in Brazil? All these can affect the price of food. Our contribution is thus to bring reality to activities which sometimes appear to the pupils to be an irrelevant accumulation of data.

Another way in which relevance and organization has been demonstrated this term was in the programme, "This is Any Questions?" type programme was recorded in...

SLICHTHUIS continued from page 32

ENHANCED... The discussion, based on opinions from the audience, ranged from "Should it be a compulsory element in CSE, O level, A level courses?" to cost, preparation and follow-up.

CAMBRIDGESHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

REXLEY... The term Environmental Studies has just about as many definitions as practitioners, but at least the classroom teacher has sorted out, in his or her mind, what the term means in relation to each class.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HERNSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

CHRYSLER... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

HAMPSHIRE... The school programme aimed to initiate discussion in schools on fieldwork ideas and methods, some of which had been indicated in the preceding broadcast.

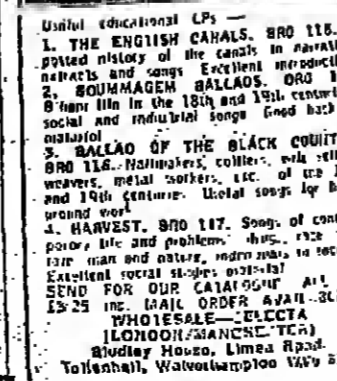
MAN AND HIS WORLD

This series of books examines the major environmental problems faced by man in the world which he shares with countless other species of animals and plants. The authors try to assess the seriousness or otherwise of the situation, and then suggest some possible lines of action.

By J. Burton (first five titles) and G. Bast and R. Rowatt (last two titles)

- 1. POPULATION** 0 216 89674 6 90p
An admirable coverage of the subject (which) attempts to encourage the development of individual responsibility. Conservation News
- 2. THE CONSERVATION OF WILD LIFE** 0 216 89675 4 90p
It is a hard-hitting book full of facts and figures which will fascinate the inquisitive mind. RSPCA Today
- 3. POLLUTION** 0 216 89676 2 90p
(This book) will certainly produce an impact. It contains a fascinating selection of investigations... excellent value for money. Contact
- 4. RESOURCES** 0 216 89677 0 90p
Excellent written and replete with good photographs and diagrams... an absolute "must" for any school.
- 5. HOW WOULD YOU LIKE TO LIVE?** 0 216 89678 9 £1.0
John Burton writes in a lively and stimulating way... of particular interest is his successful attempt (to bring in) social history, social studies, urban problems and rural conditions. The Secondary Teacher
- 6. WATER AND MAN** 0 216 89850 1 90p
The book's great attraction... is that it is essentially an activity book. The experiments are simple, clearly described, well illustrated, and can be performed with the minimum of expensive equipment. Education Equipment
- 7. RUBBISH** 0 216 90222 3 £1.10
The authors have produced a carefully sequenced survey of waste classification disposal recycling and associated problems. Geographical Magazine

Write now for your inspection copies to: BLACKIE AND SON LTD BISHOPBRIGGS GLASGOW



Small text block at the bottom of the advertisement, possibly a publisher's note or contact information.

SECONDARY Education continued

CAMBRIDGESHIRE
CANTONMENT SCHOOL
Headmaster: Mr. J. V. Moxley

CANTONMENT SCHOOL
Headmaster: Mr. J. V. Moxley
Secondary Section

CANTONMENT SCHOOL
Headmaster: Mr. J. V. Moxley
Primary Section

CANTONMENT SCHOOL
Headmaster: Mr. J. V. Moxley
Nursery Section

HILTINGDON

HILTINGDON
Headmaster: Mr. J. V. Moxley
Secondary Section

HILTINGDON
Headmaster: Mr. J. V. Moxley
Primary Section

HILTINGDON
Headmaster: Mr. J. V. Moxley
Nursery Section

HILTINGDON
Headmaster: Mr. J. V. Moxley
Other details

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Scale 1 Posts

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Scale 1 Posts

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Scale 1 Posts

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Scale 1 Posts
Various secondary school vacancies

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

Other Posts on Scale 2 and above
Various secondary school vacancies

City of Manchester Education Committee
Various notices and information

SCALE 1+ CENTRAL HIGH SCHOOL FOR GIRLS
Detailed vacancy notice

SCALE 1 CENTRAL HIGH SCHOOL FOR GIRLS
Detailed vacancy notice

SCALE 4 NATIONAL NEWBURN ROYAL SCHOOL
Detailed vacancy notice

SCALE 3 WOODHURST HIGH SCHOOL
Detailed vacancy notice

Rural Studies Scale 1 Posts
Various secondary school vacancies

North Yorkshire Scale 1 Posts
Various secondary school vacancies

West Sussex Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

West Yorkshire Scale 1 Posts
Various secondary school vacancies

SURREY COUNTY COUNCIL
DEPUTY HEADSHIP
Various notices

DEBYSHIRE County Council
EDUCATION COMMITTEE
Various notices

DEBYSHIRE County Council
EDUCATION COMMITTEE
Various notices

DEBYSHIRE County Council
EDUCATION COMMITTEE
Various notices

DEBYSHIRE County Council
EDUCATION COMMITTEE
Various notices

DEBYSHIRE County Council
EDUCATION COMMITTEE
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

METROPOLITAN BOROUGH OF STOCKPORT
SECONDARY
Various notices

SECONDARY Science continued

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...



CLOSING DATE 20TH JUNE 1977... Primary and Special Schools

PRIMARY SCHOOLS... HEADSHIPS... SPECIAL EDUCATION

SECONDARY SCHOOLS... SCALE 2 POSTS & ABOVE

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

SCALE 1 POSTS... LANCASTER OUR LADY'S R.C. HIGH SCHOOL

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

DERBYSHIRE EDUCATION COMMITTEE... Applications by letter to the Headmaster...

CAMBRIDGESHIRE PETERBOROUGH AREA

Bretton Woods School (11-18), Bretton, Peterborough. Tel: Peterborough 266975 Group 12

How Community School, Phase I opened in January 1977. Phases II and III are being built. Initial entry was 250 first and second-year pupils only, and will eventually be up to 10 F.E. (Group 12) Comprehensive School.

1. Modern Languages—Scale 1 To join the Modern Languages Team in teaching French throughout the school, it is envisaged that German will be introduced at a future stage of development. A willingness to contribute to other areas of the curriculum would be helpful.

2. Art and Craft—Scale 2 To join an expanding design team and be responsible for providing a link between the traditional handwork and art areas by developing courses that embrace fabric painting, embroidery and dress-making skills.

3. Drama/Religious Education—Scale 1 We need someone who is committed to Religious Studies in the widest sense, who can teach through the medium of Drama and who can perform to all kinds of school and community groups in the locality including the Glee Club—a community complex.

There is a possibility of assistance being given with housing in appropriate cases. Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Principal, Mr. M. R. C. Jones, B.Sc., at the above address by 20th June, 1977.



REQUIRED FOR 1st SEPTEMBER, 1977. Applications are invited from qualified teachers for the following vacancies:

BASSALEG COMPREHENSIVE SCHOOL, NEWPORT (11 to 18) CHEMISTRY. Graduate to teach throughout the school to 'O' and 'A' level.

CWMICAR COMPREHENSIVE SCHOOL, (11 to 16) ENGLISH. FAIRWATER COMPREHENSIVE SCHOOL, CWMRAN (11 to 18) MUSIC. Graduate preferred to teach throughout the school to 'O' and 'A' levels. Interest in choral work desirable.

NEWPORT BETTWS COMPREHENSIVE SCHOOL (11 to 18) (a) CHEMISTRY with some SCIENCE, (b) GERMAN, 'O' and 'A' level work for suitable candidate, (c) FRENCH, (d) PHYSICAL EDUCATION. To teach girls throughout the school. Applicants from recognised physical training college and advanced stage preferred.

LLANTARNAM COMPREHENSIVE SCHOOL, CWMRAN (11 to 18) (a) PHYSICS. Graduate to teach to C.S.E. and 'O' levels. Some 'A' level work available for suitable candidate and some commitment to Lower School Science will be required.

NEWPORT ST. JULIAN'S COMPREHENSIVE SCHOOL (11 to 18) ENGLISH. In years 1 and 2 only. NEWPORT QUEENS COMPREHENSIVE SCHOOL (11 to 18) COMMERCIAL STUDIES (Commerce and Accounts). Scale 2 for qualified and experienced candidate. New entrants welcome to apply.

ABERSCHAN GRAMMAR TECHNICAL SCHOOL. The school is due to be reorganised along Comprehensive lines in 1979. (a) ENGLISH. To 'O' level, with a prospect of 'A' level work. (b) MATHEMATICS. To 'O' level.

Application forms and further information for the above appointments in the Education Department, Director of Education, Gwent County Council, County Hall, Cwmbran, Gwent, NP24 2XG, can be returned to the Headmaster of the School by 24th June, 1977. The successful applicants will be required to submit a satisfactory medical report on appointment.

BOROUGH OF HARINGEY

SUPPLY TEACHERS Required for September 1977

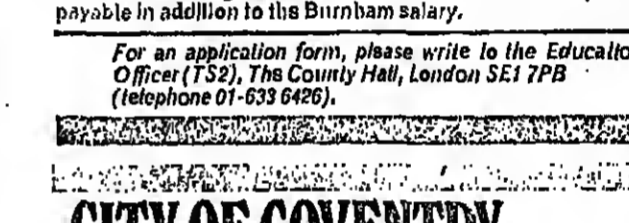
Applications are invited from experienced trained teachers for appointment as supply teachers in Secondary Schools.

1. Modern Languages—Scale 1 To join the Modern Languages Team in teaching French throughout the school, it is envisaged that German will be introduced at a future stage of development. A willingness to contribute to other areas of the curriculum would be helpful.

2. Art and Craft—Scale 2 To join an expanding design team and be responsible for providing a link between the traditional handwork and art areas by developing courses that embrace fabric painting, embroidery and dress-making skills.

3. Drama/Religious Education—Scale 1 We need someone who is committed to Religious Studies in the widest sense, who can teach through the medium of Drama and who can perform to all kinds of school and community groups in the locality including the Glee Club—a community complex.

There is a possibility of assistance being given with housing in appropriate cases. Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Principal, Mr. M. R. C. Jones, B.Sc., at the above address by 20th June, 1977.



REQUIRED FOR 1st SEPTEMBER, 1977. Applications are invited from qualified teachers for the following vacancies:

BASSALEG COMPREHENSIVE SCHOOL, NEWPORT (11 to 18) CHEMISTRY. Graduate to teach throughout the school to 'O' and 'A' level.

CWMICAR COMPREHENSIVE SCHOOL, (11 to 16) ENGLISH. FAIRWATER COMPREHENSIVE SCHOOL, CWMRAN (11 to 18) MUSIC. Graduate preferred to teach throughout the school to 'O' and 'A' levels. Interest in choral work desirable.

NEWPORT BETTWS COMPREHENSIVE SCHOOL (11 to 18) (a) CHEMISTRY with some SCIENCE, (b) GERMAN, 'O' and 'A' level work for suitable candidate, (c) FRENCH, (d) PHYSICAL EDUCATION. To teach girls throughout the school. Applicants from recognised physical training college and advanced stage preferred.

LLANTARNAM COMPREHENSIVE SCHOOL, CWMRAN (11 to 18) (a) PHYSICS. Graduate to teach to C.S.E. and 'O' levels. Some 'A' level work available for suitable candidate and some commitment to Lower School Science will be required.

NEWPORT ST. JULIAN'S COMPREHENSIVE SCHOOL (11 to 18) ENGLISH. In years 1 and 2 only. NEWPORT QUEENS COMPREHENSIVE SCHOOL (11 to 18) COMMERCIAL STUDIES (Commerce and Accounts). Scale 2 for qualified and experienced candidate. New entrants welcome to apply.

ABERSCHAN GRAMMAR TECHNICAL SCHOOL. The school is due to be reorganised along Comprehensive lines in 1979. (a) ENGLISH. To 'O' level, with a prospect of 'A' level work. (b) MATHEMATICS. To 'O' level.

Application forms and further information for the above appointments in the Education Department, Director of Education, Gwent County Council, County Hall, Cwmbran, Gwent, NP24 2XG, can be returned to the Headmaster of the School by 24th June, 1977. The successful applicants will be required to submit a satisfactory medical report on appointment.

Educational Appointments

Required for September at as soon as possible after: CHARTER SCHOOL, BROADWAY, BARNSELY (11 TO 16 MIXED COMPREHENSIVE) Headteacher: M. P. Kaye, B.A.

MILEFIELD MIDDLE SCHOOL, ENGINE LANE, GRIMTHORPE, BARNSELY Headteacher: T. Gannon, O.R.E. Teacher with special interest in Music and Boys' F.F. (Scale 1).

HALL HALK SCHOOL, HUDDERSFIELD ROAD, BARNSELY (789 Girls) Headteacher: Miss E. Dawson, M.A. Teacher of ENGLISH (Scale 1) To teach the subject throughout the school to 'O' and 'A' level and at all ability levels.

CUDWORTH MIDDLE SCHOOL, SNYDALE ROAD, CUDWORTH, BARNSELY Headteacher: K. S. Messon Teacher of GENERAL SUBJECTS (Scale 1) Application forms for the above posts obtainable from and returnable to the Headteachers (stamped addressed envelope please).

PRIORY SCHOOL, LUNDWOOD, BARNSELY (11 TO 16 S.P.A. COMPREHENSIVE) Headteacher: J. Lavelle (1) Teacher of BIOLOGY (Scale 1) The Science Department occupies new accommodation. There will be an opportunity to teach throughout the school and to C.S.E. level.

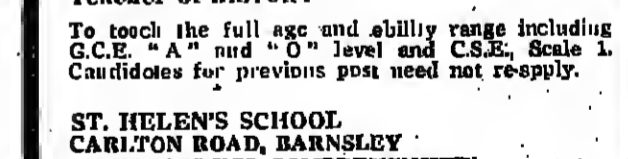
(2) Teacher of GIRLS PE (Scale 1) To join a progressive department. Excellent facilities available, including a new sports hall.

PENISTONE GRAMMAR SCHOOL, PENISTONE, SHEFFIELD (11 TO 18 MIXED COMPREHENSIVE) Headteacher: M. A. Boul, B.A. Teacher of FRENCH (Scale 1) Throughout the school to C.S.E. and 'O' level in the first instance. The school has a 36-hour language laboratory and full audio-visual facilities.

HOLGATE SCHOOL, SHAW LANE, BARNSELY (804 Boys) Headteacher: W. J. Hogarth, B.A. Teacher of HISTORY To teach the full age and ability range including G.C.E. 'A' and 'O' level and C.S.E. Scale 1. Candidates for previous posts need not apply.

ST. HELEN'S SCHOOL, CARLTON ROAD, BARNSELY (11 TO 16 MIXED COMPREHENSIVE) Headteacher: D. C. Bete Teacher of RELIGIOUS EDUCATION (Scale 1) The successful applicant will have every opportunity to establish an R.E. Department within the Humanities Faculty and will become an important member of the staff team involved in the social education programme for 4th and 5th year pupils.

Apply by letter to the Headteachers giving full curriculum vitae and two referees. Required for January: MEMBER OF PERMANENT SUPPLY STAFF (Scale 3) To teach MODERN LANGUAGES in the Authority's Secondary Schools. Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley (stamped addressed envelope please).



Apply by letter to the Head Teacher of the School concerned, unless otherwise stated.

COUNTY OF MIDDLESEX

Kingston Upon Thames, Bromley, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

SECONDARY Science continued

Kingston Upon Thames, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Middlesex, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Lincolnshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Lincolnshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Lincolnshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Lincolnshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Bolton Metropolitan Borough

Required for September, 1977. HOME ECONOMICS, Scale 1 MUSIC, Scale 1. Assistance with English is also required. RELIGIOUS EDUCATION, Scale 1. Assistance with History is also required. Further details available with application form. St. James' C.E. Secondary School, Lucas Road, Fernworth, Bolton. (Co-educational 730 pupils).

MUSIC, Scale 1. To teach Music to C.S.E. standard, R.C. preferred if possible. St. Gregory's R.C. Secondary School, Harrowby Street, Fernworth, Bolton. (Co-educational 500 pupils).

BOYS' PHYSICAL EDUCATION, Scale 1. To take a share of the boys' P.E. Please state auxiliary subject or interests. Whitcroft High School, Whitcroft Road, Bolton (Co-educational 810 pupils).

TEACHER, Scale 1. To assist with remedial work in English and/or Mathematics. An interest or experience in Religious Studies and/or Community Service would be an advantage. Whitcroft High School, Whitcroft Road, Bolton (Co-educational 810 pupils).

TWO TEACHERS, Scale 1. To teach at least two of the following subjects: Mathematics, Music, English or Humanities, throughout the lower school. Applications stating subjects offered should be returned in this case by 17th June 1977. Braighton High School, Newby Road, Bolton (Co-educational, 800 pupils).

GERMAN, Scale 1. Honours graduate to teach German throughout the school up to both 'O' and 'A' level standard. Normally at this stage I in a Scale 1 post but a higher scale could be available for an experienced teacher. A willingness to help with other activities would be an advantage. Gmiffhill Grammar School, Smliffhill Dean Road, Bolton (Co-educational, 700 pupils).

MATHEMATICS, Scale 1. To work with all age groups in this growing, recently extended and modernised school. George Tomlinson Secondary School, Springfield Road, Keasdale, Bolton (Co-educational 830 pupils 11-16).

MATHEMATICS, Scale 1 GENERAL SCIENCE, Scale 1 ENGLISH, Scale 1. Harper Green Secondary School, Harper Green Road, Farnworth, Bolton (Co-educational, 1,100 pupils).

GIRLS' PHYSICAL EDUCATION, Scale 1. Teacher required to teach across the whole age and ability range, a wide range of physical activities both indoor and outdoor making use of excellent facilities including new sports hall and swimming pool. Ability in hockey an advantage. Weatheroughton High School, Bolton Road, Weatheroughton, Bolton (Co-educational, 980 pupils August, 1977).

MATHEMATICS, Scale 1. Required for August 1977. This post is available for a new entrant, but a well qualified and experienced candidate could be considered for Head of Department on a higher scale.

MUSIC, Scale 1. Required for 1st September 1977. A well qualified and experienced candidate could be considered for Scale 2. St. Joseph's R.C. Secondary School, Chorley New Road, Horwich, Bolton (Co-educational, 550 pupils).

Application forms obtainable from the Director of Education, P.O. Box 83, Pedenburn House, Civic Centre, Bolton B11 1JW, should be returned to the appropriate Head Teacher by 22nd June 1977, except where stated.



SECONDARY Science continued

Lincolnshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Middlesex, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

MIDDLESEX

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

NORTH YORKSHIRE

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

North Yorkshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

NOTTINGHAMSHIRE

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Nottinghamshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

OXFORDSHIRE

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Oxfordshire, Havering, and other districts. Lists of job openings for various educational positions including Science, Mathematics, English, and Physical Education.

Cheshire Application forms (sent via) unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases. J. R. G. TOMLINSON MA Director of Education

Required for September, 1977, unless otherwise stated. HEADS OF DEPARTMENT SCIENCE—SCALE 3. Saints Fisher and Mary R.C. High School, Milton Avenue, Widnes. Head of Lower School Science. Opportunity will be given to teach in the Upper School if desired. Eight-form entry 11-18 co-educational comprehensive school, 1,100 on Roll. G.P.A. Allowance. Six Laboratories. Closing date Monday, 20th June.

1. ENVIRONMENTAL SCIENCE 2. PHYSICAL EDUCATION (BOYS) Broken Cross County Secondary School, Whitley Road, Macclesfield, Tel. 22115. 1. A well-qualified teacher is required to initiate and develop Environmental Science to national examination level throughout the school. The school is planned to develop in 1978 to all 11-16 Mixed Comprehensive. Closing date Monday, 20th June. BIOLOGY Culcheth High School, Withington Avenue, Culcheth, Warrington WA1 4JQ. (Roll 1,314) Mixed Comprehensive 11-18. Assistant teacher for Biology up to and including 'A' level and Bedford Combined Science in Years 1 and 2. Excellent Science Department. Full details of the post and school will be provided. Closing date: 20th June. FRENCH Conington County Grammar School for Girls, Hindnes Chapel Road, Congleton CM12 4NH. Graduate to teach French at all levels, including 'O' level, O.S.E., 'A' level and University Entrance. Lougan's Audio-Visual Course taught in the last five years. Closing date: 20th June. PHYSICAL EDUCATION Healdy County Grammar School for Boys, Healdy, Warrington WA6 0UX. A teacher able to offer a wide range of activities to teach Physical Education throughout the school. A strong interest in rugby would be an advantage. FRENCH AND GERMAN High School for Girls, Manist Avenue, Warrington WA4 5QJ. (Grammar School) for 500 girls. Graduate to teach French and German throughout the school. Completed applications should be returned as soon as possible or apply immediately by letter giving all relevant details of qualifications, experience and interests. Closing date: 28th June, 1977. COMMERCIAL ENGLISH MUSIC & DRAMA SCIENCE TECHNICAL SUBJECTS MODERN LANGUAGES SPECIAL. Norton Priory Comprehensive, Garsfield, Runcorn WA7 2NP. Tel. Runcorn 53621. 1. For Typing and Commerce. 2. For Music and Drama. 3. For Science, preferably with Physics. 4. For Craft and Metalwork as a specialist. 5. For French and German. Teacher for E.S.N. Unit (Bosco) & S.S.A.I. G.P.A. allowance payable. Help with housing if required. Completed forms to be returned as soon as possible. RELIGIOUS EDUCATION Macclesfield High School, Macclesfield Road, Macclesfield, Cheshire. (Roll 1,200) Mixed Comprehensive 12-18. Teacher of Environmental Science to G.S.E. level and National Certificate Science.

1. PHYSICS 2. FRENCH Conny Grammar School for Boys, Ruskin Road, Crewe. (S.P.E.) 1. Well-qualified Physics graduate required to join a department which has a strong academic record. The successful candidate would be expected to teach Physics to 'A', 'O' and G.S.E. levels and throughout the school. 2. Qualified teacher of French for this live-form entry Boys' Grammar School. A high range of work up to 'A' level would be available. Candidates able to offer German or Latin as second language especially invited to apply. MATHEMATICS English Martyrs High School, Toplars Avenue, Warrington. (Group 10. Number on roll September, 1977-1,000.) Scheduled to become 11-18 Comprehensive 1978. Resulted as soon as possible—Scale 1 or 2 depending on qualifications and experience. Closing date: 20th June, 1977. PHYSICS Queen's Park High School, Queen's Park, Chester (1,450, 300 in Sixth Form). Age range 12-18. Headmaster: Mr. K. D. Kimmeter, B.A. Physics graduate to teach the subject throughout the school to all levels of ability including C.S.E., 'O' and 'A' levels. Closing date: 20th June. COMBINED SCIENCE FRENCH/GERMAN Northwich County Grammar School for Girls, Grange Road, Northwich, 1960-girls. 160 in Sixth Form. Headmistress: Miss J. G. Hines, B.A. 1. A qualified teacher to share in the teaching of Combined Science and Biology throughout the school up to and including 'A' level. An ability to teach at least Environmental Science would be an advantage. The Department consists of nine teachers and has the use of five laboratories. 2. A graduate teacher to share in the teaching of French/German throughout the school. MUSIC Northwich County High School, Eaton Road, Northwich. Initially this will be a one-term appointment with a possibility of a full-time position offering good promotional opportunities for a suitable candidate. Successful candidates will be offered a one-term appointment only will be considered. PHYSICAL EDUCATION MATHEMATICS GEOGRAPHY Sir John Deane's Grammar School, The Crescent, Northwich (1954 boys). 1. Qualified teacher of Physical Education preferably offering some Geography. The School has a strong tradition in all forms of outdoor sports and ability to help with hockey and rugby would be particularly welcome. A temporary appointment would be considered if this is preferred. 2. Mathematics graduate to teach throughout the school in a large Department. Examination work available to a suitably qualified candidate. Willingness to help with out-of-school activities desirable. 3. Geographer capable of teaching the subject to 'A' level standard in a vigorous and successful Department. 4. For Science, preferably with Physics. 5. For Geography up to 'O' level. For posts 3-4 a willingness to assist with laboratory in essential and an ability to help with out-of-school activities desirable.

SECONDARY Science continued

RICHMOND UPON THAMES
(London Borough of)

WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

From the Headmaster Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

ST. HELENS
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
CHANCE PATH HIGH SCHOOL
11-16 Comprehensive
St. Helens Road, St. Helens
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Chance Path High School, St. Helens Road, St. Helens. This is a Scale 1 post.

WEST SUSSEX
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

WILTSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

Speech and Drama

Scale 1 Posts

CAMBRIDGESHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

Technical Studies

Scale 1 Posts

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

HERTFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

HERTFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS

DEPUTY HEAD

ST. MICHAEL'S R.C. SCHOOL (Roll 590)
Dunstable Road, Middleborough, Cleveland TS5 4AL
(Tel: Middleborough 243887)
Applications are invited for the post of DEPUTY HEAD TEACHER, GROUP 8, for the above school. The successful candidate will be responsible for the promotion of the present holder to a Headship.
(Application forms returnable to Felher D. Cahill, St. Patrick's Presbytery, Marsh Street, Middleborough, Cleveland, within 14 days of the appearance of this advertisement.)

SCALE 2-ENGLISH

GILSBROOK SCHOOL (Roll 1,105)
Normanby Road, South Bank, Cleveland TS5 8AG
(Tel: Easton Grange 88201)
Required for September, 1977, or as soon as possible thereafter, a teacher for ENGLISH.

SCALE 2-GEOGRAPHY

HUNCLIFF SCHOOL (Roll 482)
Marske Hill Lane, Saltburn, Cleveland
(Tel: Saltburn 2178)
Required for September, 1977, or as soon as possible thereafter, a teacher to be responsible for GEOGRAPHY throughout the school up to GCE 'O' level. An active interest in Field Work is essential and experience of Geography for the Young School Leaver is a significant advantage.

SCALE 2-HOME ECONOMICS

CONYERS SCHOOL (Roll 341)
Threk Road, Yarm, Cleveland
(Tel: Eaglescliffe 78238)
Required for January, 1978, or earlier if possible, an experienced teacher to be responsible for the subject in this school with excellent new facilities.

SCALE 2-MODERN LANGUAGES

FURNESS SCHOOL (Roll 875)
Marsh House Avenue, Billingham, Cleveland TS23 3HA
(Tel: Stockton 580947)
Required for January, 1978, or earlier if possible, a teacher for FRENCH and/or GERMAN.
(Applications returnable to the Head Teacher within 10 days of the appearance of this advertisement.)

SCALE 1-MODERN LANGUAGES

NORTON SCHOOL (Roll 898)
Derketh Road, Stockton, Cleveland TS20 2RD
(Tel: Stockton 67361)
Required for September, 1977, a teacher for MODERN LANGUAGES (FRENCH).

SCALE 1-RELIGIOUS EDUCATION

ST. ANTHONY'S R.C. SCHOOL (Roll 861)
Tranmere Avenue, Middleborough, Cleveland TS3 8PB
(Tel: Middleborough 243824)
Required for September, 1977, a teacher for RELIGIOUS EDUCATION.
(Applications returnable to the Rev. F. Gallagher, Clerk to the Governors, at the above address).

The following vacancies exist at:-

BISHOPSGARTH SCHOOL (Roll 921)
Richardson Road, Stockton, Cleveland TS18 3LQ
(Tel: Stockton 67828)
Required for September, 1977, a teacher for TECHNICAL STUDIES, SCALE 1 post.

(2) A temporary teacher able to offer one of the following: TECHNICAL DRAWING, ART preferably 3D, WOODWORK or METALWORK.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement. Applications for SCALE 1 posts for September are obtainable from the Head Teachers at the addresses shown above and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middleborough, Cleveland TS1 3BN, within 14 days of the appearance of this advertisement, unless otherwise stated. Applications by letter only will not be accepted.

STAFFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

STAFFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

STAFFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

Speech and Drama

Scale 1 Posts

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

Technical Studies

Scale 1 Posts

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.


DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

DEBYSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

HERTFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

HERTFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.

HERTFORDSHIRE
EDUCATION COMMITTEE
WICKHAMPTON CHURCH SCHOOL
11-16 Comprehensive
Canton Road, Wickhampton TW1 4ET
Required for September, 1977, 11-16 Comprehensive. Applications should be sent to the Headmaster, Wickhampton Church School, Wickhampton, Richmond upon Thames, TW1 4ET. This is a Scale 1 post.



Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:-

(a) Duties to commence September, 1977.
(b) Applications by letter to the Headmaster, Somerset School, Somerset, with a stamped addressed envelope (no fee) and details of previous employment. Please quote reference 10/8 on correspondence.

FURTHER EDUCATION

(The advertisement is for a Deputy Head of Further Education at a school in Somerset. Details include the school name, location, and the responsibilities of the post.)

Bridgwater College, Bridgwater

Teacher of Physical Education for Women. See advertisement under Further Education.

Bridgwater Technical School of Agriculture, Cannington, Bridgwater TA5 2NB (13-18, 14s Boarders, 45 Day Boys)

See advertisement under Further Education.

Kings of Wessex V.C. Upper, Cheddar (13-18 Mixed Comprehensive, 720, 125 in Sixth Form)

Teacher of French and German, Scale 1, Course to C.S.E. 'O' level. Considerable opportunities to the light curriculum, who could also teach to the 'A' level. Send a full letter of application to the Head, as soon as possible with names of two referees.

HURMANTON SCHOOL (11-18 Mixed, 1,000)

Teacher, Scale 1, to join the Science Faculty to teach mainly Chemistry to C.S.E. and 'O' level. A willingness to assist with the running of the school will be an advantage. Apply by letter to the Head of the school with full details and names of two referees.

Chilton Trinity Comprehensive, Bridgwater (11-18 Mixed, 1,100)

Teacher of Woodwork, Scale 1, an ability to offer Environmental Studies as an advantage. Apply by letter to the Head of the school with full details and names of two referees.

Courtfield Comprehensive, Wellington (11-18 Mixed, 750)

Teacher of Home Economics, Scale 1. Willingness to assist with Physical Education desirable. Applications by letter to the first instance to the Head of the school, with full details and names of two referees. Stamped addressed envelope to be attached.

Haygrove Comprehensive, Bridgwater (11-18 Mixed, 900)

(Founded in 1973 by the amalgamation of two grammar and one secondary school)
Teacher of Chemistry/Physics, Scale 1. Well established courses to 'O' level.

Haygrove Comprehensive, Chard (11-18 Mixed, 1,164)

(Re-organised in 1977, 11-16) Applications by letter, as soon as possible, to the Head of the school, with full details and names of two referees.

PRIMARY HEADSHIP (Re-appointment)

Redcliffe County Infants, Yeovil
For January, 1978.
Required for the Group 4 school. Previous applicants will be considered on request.
Application form and details (stamped addressed envelope) from the County Education Officer, Education Department, County Hall, Taunton. Closing date: 20th June, 1977.

PRIMARY DEPUTY HEADSHIP (Re-appointment)

St. Benedict's R.C.V. Primary, Charlton Lane, Midmore Norton BA3 4SD
For January, 1978 or earlier if possible.
Application form and details (stamped addressed envelope) from the County Education Officer, Education Department, County Hall, Taunton. Closing date: 20th June, 1977.

PRIMARY

Aschott County Primary, nr. Bridgwater (153)
Experienced Teacher, Scale 1, to join the Head of the school, with full details and names of two referees.

Praedon V.C. Primary, Yeovil (234)
Teacher, Scale 1, for 2nd and 3rd year pupils.
Apply to the Physical Education and Swimming an advantage.
St. Bartholomew's C.E. VC. Primary, Crewkerne (178)
Teacher, Scale 1, interest in music, team teaching and language development.
Closing date: 17th June, 1977.

Special Education
Headships
SPECIAL EDUCATION
SPECIAL EDUCATION
SPECIAL EDUCATION

NORTH IRVING
NORTH IRVING
NORTH IRVING
NORTH IRVING
NORTH IRVING

Head of Department
Head of Department
Head of Department
Head of Department
Head of Department

Deputy Headships
Senior Masters/
Mistresses
Deputy Headships
Senior Masters/
Mistresses
Deputy Headships

Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Modern Languages
Modern Languages
Modern Languages
Modern Languages
Modern Languages

Heads of Department
Heads of Department
Heads of Department
Heads of Department
Heads of Department

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Physical Education
Physical Education
Physical Education
Physical Education
Physical Education

LAINING
LAINING
LAINING
LAINING
LAINING

Head of Department
Head of Department
Head of Department
Head of Department
Head of Department

Deputy Headships
Senior Masters/
Mistresses
Deputy Headships
Senior Masters/
Mistresses
Deputy Headships

Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Modern Languages
Modern Languages
Modern Languages
Modern Languages
Modern Languages

Heads of Department
Heads of Department
Heads of Department
Heads of Department
Heads of Department

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Physical Education
Physical Education
Physical Education
Physical Education
Physical Education

HAMPSHIRE
HAMPSHIRE
HAMPSHIRE
HAMPSHIRE
HAMPSHIRE

Head of Department
Head of Department
Head of Department
Head of Department
Head of Department

Deputy Headships
Senior Masters/
Mistresses
Deputy Headships
Senior Masters/
Mistresses
Deputy Headships

Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Modern Languages
Modern Languages
Modern Languages
Modern Languages
Modern Languages

Heads of Department
Heads of Department
Heads of Department
Heads of Department
Heads of Department

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Physical Education
Physical Education
Physical Education
Physical Education
Physical Education

INDEPENDENT
INDEPENDENT
INDEPENDENT
INDEPENDENT
INDEPENDENT

Head of Department
Head of Department
Head of Department
Head of Department
Head of Department

Deputy Headships
Senior Masters/
Mistresses
Deputy Headships
Senior Masters/
Mistresses
Deputy Headships

Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Modern Languages
Modern Languages
Modern Languages
Modern Languages
Modern Languages

Heads of Department
Heads of Department
Heads of Department
Heads of Department
Heads of Department

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Physical Education
Physical Education
Physical Education
Physical Education
Physical Education

INDEPENDENT
INDEPENDENT
INDEPENDENT
INDEPENDENT
INDEPENDENT

Head of Department
Head of Department
Head of Department
Head of Department
Head of Department

Deputy Headships
Senior Masters/
Mistresses
Deputy Headships
Senior Masters/
Mistresses
Deputy Headships

Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Modern Languages
Modern Languages
Modern Languages
Modern Languages
Modern Languages

Heads of Department
Heads of Department
Heads of Department
Heads of Department
Heads of Department

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Physical Education
Physical Education
Physical Education
Physical Education
Physical Education

Pastoral
Pastoral
Pastoral
Pastoral
Pastoral

Head of Department
Head of Department
Head of Department
Head of Department
Head of Department

Deputy Headships
Senior Masters/
Mistresses
Deputy Headships
Senior Masters/
Mistresses
Deputy Headships

Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above
Other Posts on
Scale 2 and above

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Modern Languages
Modern Languages
Modern Languages
Modern Languages
Modern Languages

Heads of Department
Heads of Department
Heads of Department
Heads of Department
Heads of Department

Other Assistants
Other Assistants
Other Assistants
Other Assistants
Other Assistants

Physical Education
Physical Education
Physical Education
Physical Education
Physical Education

METROPOLITAN BOROUGH OF STOCKPORT
Required for September, 1977
Norbury Hall Junior School
Shepley Drive, Hazel Grove
UNIT FOR HEARING-IMPAIRED CHILDREN
TEACHER
(Reference 482/76B)
Burham Scale 2 plus Special Schools Allowance
Fully qualified and experienced teacher of hearing-impaired children to continue to promote the effective integration of hearing-impaired pupils with their peers.
Application forms from the Director of Education, Town Hall, Stockport (quoting reference number) to be returned to the Director of Education by June 26, 1977.

Scale 1 Posts
AVON COUNTY
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)

Scale 1 Posts
AVON COUNTY
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)

Scale 1 Posts
AVON COUNTY
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)

Scale 1 Posts
AVON COUNTY
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)
MAGNUS SCHOOL, E.S.N. (M.)

Gordonstoun School
Scotland
The Headmaster, Mr. J. W. R. Kempe, M.A., will retire at the end of the Autumn term 1978. The Governors intend to appoint the new HEAD early in 1978 to take up duty on 1st January 1979. The vacancy will be advertised on September 9 and 16, 1977 when applications will be invited.

St Mary's College
Srawberry Hill

This is a Catholic College of Higher Education with 1,200 students (mixed). It offers internal degrees of London University and Honours level in Art, Sciences, Humanities and Education.

LECTURER IN PHYSICAL EDUCATION

Applications are invited from well qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, St. Mary's College, Srawberry Hill, Twickenham, TW1 4BX. Tel. 01-892 0951 ext 222.

the College of Ripon and York St John

LECTURER GRADE II (Design and Technology)

Applications are invited from well-qualified men and women for the post of Lecturer Grade II in Design and Technology in the Church of England Voluntary College of Higher Education (1,600 men and women). The appointment is from 1st September, 1977, or as soon after as possible. The College, which was formed in 1972 from the amalgamation of The College, Ripon, and St. John's College, York, offers courses leading to the award of the Certificate in Education, the Diploma in Higher Education, the Post-graduate Certificate in Education, the BA (Ed) (Columbia) degree of the University of Leeds and the Diploma of the British Association of Occupational Therapists. We also offer a one-year special course for students with an industrial background, aimed at preparing them to teach Design and Technical Subjects in schools.

Applicants should be able to contribute to BA and BEF programmes which include Three-Dimensional Design, Two-Dimensional Design and Design Education. A person is required who has a strong interest in Two-Dimensional Design and Graphics combined with Three-Dimensional Design ability in fact, the use of plastic and other modern materials. Candidates should have a lively interest in approaches to the teaching of Design and Technology. An accommodation and application form will be sent to you from September, 1977, and should be returned to the Principal, The College of Ripon and York St. John, Lord Maza's Walk, York YO3 7EX, to whom completed application forms should be returned to arrive not later than Monday, 27th June, 1977.

SOCIAL SERVICES DEPARTMENT

TEACHING POSTS (2)

(1) Wellisley Community School, Blyth, Northumberland (60 Boys). Salary scale—Burnham Grade 1, plus six approved schools allowances and extraneous duties allowance. Due to the retirement of the present postholder a qualified and experienced teacher is required for the Autumn of 1977. Ability and interest in providing individual tuition and a stimulating environment to disadvantaged teenage boys is essential. Full participation in social, recreational and adventure training is an integral part of this post.

Modern, centrally heated, three-bedroom house with garage is available at an annual rent of £248. Eight weeks' annual leave.

(2) Senior Teacher—Emsworth House Observation and Assessment Centre (22 boys and girls)—Salary scale—Burnham Grade 2(1). Duties include overall responsibility for the teaching programme (teaching staff of two plus senior teacher), the organisation and supervision of the classrooms of the Centre.

Compilation of reports, advice and recommendations are important to the assessment procedure leading to decisions on placement of children. Applicants should have experience and an interest in promoting and providing in outdoor nature studies and pursuits with children, many of whom are in need of the individual and remedial approach. Co-ordinated efforts with members of child care staff are a desirable part of the whole effort covering the child's stay in the Centre. This is a non-residential post.

Five-week, 5 weeks' leave.

Application forms and job descriptions for both the above posts are obtainable from the Director of Social Services at the address shown below.

Closing date: two weeks from the appearance of this advertisement.

TOWN HALL & CIVIC CENTRE, L. A. BLOOM, SUNDERLAND, SR2 7DN. CHIEF EXECUTIVE Borough of Sunderland

COLLEGES OF HIGHER EDUCATION

SOUTH GLAMORGAN

SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION

Applications are invited for the following full-time teaching appointments in the Institute in September, 1977, or as soon as possible:

(1) Lecturer in Physical Education (Salary Scale £12,000-£15,000) (2) Lecturer in Physical Education (Salary Scale £12,000-£15,000) (3) Lecturer in Physical Education (Salary Scale £12,000-£15,000)

Applicants should be well qualified and experienced persons for these posts. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, South Glamorgan Institute of Higher Education, Parkway, Cardiff, CF1 1TA. Tel. 01-222 4141.

Colleges of Education

LONDON, N.17

COLLEGE OF ALL SAINTS
London, N17 8JH

Required for November—

1. Lecturer in Physical Education (Salary Scale £12,000-£15,000) (2) Lecturer in Physical Education (Salary Scale £12,000-£15,000) (3) Lecturer in Physical Education (Salary Scale £12,000-£15,000)

Applicants should be well qualified and experienced persons for these posts. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, College of All Saints, 111 St. Andrew's Way, London, N17 8JH. Tel. 01-406 3131.

Adult Education

LONDON, N.17

COLLEGE OF ALL SAINTS
London, N17 8JH

Required for November—

1. Lecturer in Physical Education (Salary Scale £12,000-£15,000) (2) Lecturer in Physical Education (Salary Scale £12,000-£15,000) (3) Lecturer in Physical Education (Salary Scale £12,000-£15,000)

Applicants should be well qualified and experienced persons for these posts. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, College of All Saints, 111 St. Andrew's Way, London, N17 8JH. Tel. 01-406 3131.

Royal Military Academy Sandhurst

LECTURER/SENIOR LECTURER (MATHEMATICS)

This post is in the Department of Military Technology. The successful candidate will teach Mathematics to G.C.E. 'A' level and to Cambridge college entrance standard, and, if possible, lecture on one or more of the following subjects: telecommunications; surveillance systems; weapons; military vehicles; nuclear, biological and chemical defence; explosives; behavioural science; computer studies; operational research.

Candidates (men and women) must have a degree with 1st or 2nd class honours in an appropriate subject or an equivalent of higher qualification, and should preferably have relevant lecturing or teaching experience. Knowledge of one or more of the topics listed above will be an advantage.

Appointment will be as Senior Lecturer (£4,700-£8,300) or Lecturer (£2,880-£4,030) according to age, qualifications and experience. Starting salary may be above the minimum. Non-contributory pension scheme. Accommodation available for single person; possibility of married quarters.

For further details and an application form to be returned by 1st July, 1977, write to Civil Service Commission, Alton Park, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 88551 (answering service operates outside office hours). Please quote A/3540.

LANCASHIRE YOUTH CENTRE

YOUTH AND COMMUNITY WORKER

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Lancashire Youth Centre, 100 St. Peter's Street, Lancaster, LA1 1JQ. Tel. 01-524 4141.

Community Homes and Associated Institutions

Headships and Deputy Headships

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Community Homes, 100 St. Peter's Street, Lancaster, LA1 1JQ. Tel. 01-524 4141.

Assessment Centres

DUMFRIES AND GALLOWAY EDUCATION AUTHORITY

TEACHER

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Dumfries and Galloway Education Authority, 100 St. Peter's Street, Dumfries, DG1 1JQ. Tel. 01-524 4141.

Youth and Community Service

CANTONMENT

YOUTH AND COMMUNITY WORKER

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Cantonment, 100 St. Peter's Street, Cantonment, DG1 1JQ. Tel. 01-524 4141.

Overses Appointments

KUWAIT

YOUTH AND COMMUNITY WORKER

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Kuwait, 100 St. Peter's Street, Kuwait, DG1 1JQ. Tel. 01-524 4141.

Leicestershire Social Services

POLEBROOK HOUSE

ASSISTANT PRINCIPAL (EDUCATION)

A Community Home with 120 places up to 90-99

Salary: Burnham II, plus allowances totaling £1,487

Applications are invited from well-qualified, experienced teachers to fill a vacancy for an Assistant Principal (Education) at Polebrook House, a Community Home for young people. The postholder will be responsible for the education of the children and young people living at the Home. The person appointed will be primarily responsible for the education programme but will share Senior Management responsibilities with the other members of the Senior Management team. A centrally heated, three-bedroom modern house is available for rent.

For further details and application form to be returned by 1st July, 1977, write to Civil Service Commission, Alton Park, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 88551 (answering service operates outside office hours). Please quote A/3540.

OVERSEAS Appointments continued

AUSTRALIA

MELBOURNE INSTITUTE OF EDUCATION

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Melbourne Institute of Education, 100 St. Peter's Street, Melbourne, VIC 3000. Tel. 01-524 4141.

LONDON

COMMUNITY HOMES AND ASSOCIATED INSTITUTIONS

YOUTH AND COMMUNITY WORKER

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Community Homes, 100 St. Peter's Street, Lancaster, LA1 1JQ. Tel. 01-524 4141.

LONDON

STUDENT UNIT SUPERVISOR

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Student Unit Supervisor, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

THE BRITISH COUNCIL

PRINCIPAL LECTURER IN QUANTITY SURVEYING

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

City of Birmingham District Council

Education Department

Youth and Community Service

Deputy Warden/ Youth and Community Worker

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, City of Birmingham District Council, 100 St. Peter's Street, Birmingham, B1 1JQ. Tel. 01-524 4141.

City of Birmingham District Council

Education Department

Youth and Community Service

Youth and Community Worker

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, City of Birmingham District Council, 100 St. Peter's Street, Birmingham, B1 1JQ. Tel. 01-524 4141.

Thayside Regional Council

SOCIAL WORK DEPARTMENT

ACTIVITIES CENTRE LEADER

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Thayside Regional Council, 100 St. Peter's Street, Scarborough, YO11 1JQ. Tel. 01-524 4141.

THE BRITISH COUNCIL

COMMUNICATIONS ASSISTANT

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

FINLAND

LECTURER IN ENGLISH AS A FOREIGN LANGUAGE

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

LECTURER IN ENGLISH LANGUAGE (Mongolia)

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

LECTURER IN EFL/ESP LECTURER IN TEFL (Sudan)

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

BIRMINGHAM CITY COUNCIL

TEACHING POSTS

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, Birmingham City Council, 100 St. Peter's Street, Birmingham, B1 1JQ. Tel. 01-524 4141.

Suffolk County Council

YOUTH SERVICE

Leiston and District Youth Worker

Experienced and qualified person is sought for appointment to this post with the following features:

- direct responsibility for Leiston Youth Club and its out-time staff
- development work in the district, to include, but not be limited to, the following:
 - support to part-time Workers and Voluntary Groups
 - liaison with school and other agencies.

Salary: JNC Range 3 Points 3-7 (£4,143 £4,626)

For details and forms send a.e. to the County Education Officer (GJS), Education Department, Grimwade Street, Ipswich, Suffolk IP4 1JL (Telephone: Ipswich 55891 Ext. 413 or 409). Closing date 24th June, 1977.

OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH MEDIA ASSISTANTS ENGINEER (Saudi Arabia)

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (New Hebrides)

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

PRIMARY TEACHER (Pakistan)

Applications are invited from well-qualified and experienced persons for this post which becomes available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

ENGLISH TEACHERS (Portugal)

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

TEACHERS OF COMMERCIAL SUBJECTS (Egypt)

Applications are invited from well-qualified and experienced persons for these posts which become available in September, 1977. However, consideration would be given to applicants who would not be able to take up the appointment until January, 1978. Candidates should be able to offer a significant contribution in a theoretical aspect of the B.Ed./B.Hum. Degree course and also expertise in a practical area.

Salary in accordance with the Burnham Further Education scale and London Allowance.

Further details from the Principal to whom applications should be sent with the names of three referees. There are no closing forms.

Applications to this address not later than Friday, 24th June, 1977, The Principal, British Council, 100 St. Peter's Street, London, W1A 1JQ. Tel. 01-524 4141.

GERMANY

The Centre for British Teachers Limited invites application from young, enthusiastic teachers with a genuine interest in comprehensive education to teach ENGLISH in GESAMTSCHULEN in NORDRHEIN-WESTFALEN for the academic year 1977/78.

Qualifications Applicants must be trained graduates with teaching experience and a good spoken German. Newly-qualified teachers who have spent a year abroad as an Assistant may also apply.

Contract and Salary Contracts are for one calendar year, from August 16th.

Monthly salary £400-£536, according to previous full-time experience.

Monthly allowance £70 for married teachers, with £23 for each dependent child.

SALARIES ARE FREE OF UK AND GERMAN INCOME TAX FOR PERIODS OF 12 MONTHS AND UPWARDS. (DM 4.2 equals £1)

Teaching Load 20 x 45-minute periods per week, with full responsibility for the classes allocated.

Benefits Rates to and from Germany at the start and end of contract paid by the Centre, and arrangements made for transportation of baggage.

The Centre pays the employer's contribution to UK National Insurance and Superannuation.

Full information on life and work in Germany is given in a 24-hour Brochure Session in London and on a 2-week Orientation Course in Germany.

For further details and an application form, please write or telephone:

The Centre for British Teachers Limited (T12), Quality House, Quality Court, Chancery Lane, London WC2A 1RP. Tel: 01-242 2982/5.

OVERSEAS Appointments continued

FRANCE

FRANCAIS Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

SPAIN

SPANISH Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

TURKEY

TURKISH Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

AFRICA

AFRICAN Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

TURKEY

TURKISH Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

ITALY

ITALIAN Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

GREECE

GREEK Young people experienced ENGLISH TEACHERS for pre-arrival English classes. 10 weeks, 10 months. Write: Mrs. M. Hibbs, 15 rue de Valenciennes, 75013 Paris. Telephone number, and please to interview before acceptance.

SPAIN

Are you an ENGLISH TEACHER with experience in Spain? Do you speak Spanish? Do you have a driving licence? Do you have a good knowledge of the Spanish language? Do you have a good knowledge of the Spanish culture? Do you have a good knowledge of the Spanish people? Do you have a good knowledge of the Spanish history? Do you have a good knowledge of the Spanish art? Do you have a good knowledge of the Spanish literature? Do you have a good knowledge of the Spanish music? Do you have a good knowledge of the Spanish dance? Do you have a good knowledge of the Spanish sport? Do you have a good knowledge of the Spanish religion? Do you have a good knowledge of the Spanish philosophy? Do you have a good knowledge of the Spanish science? Do you have a good knowledge of the Spanish technology? Do you have a good knowledge of the Spanish industry? Do you have a good knowledge of the Spanish agriculture? Do you have a good knowledge of the Spanish commerce? Do you have a good knowledge of the Spanish finance? Do you have a good knowledge of the Spanish law? Do you have a good knowledge of the Spanish politics? Do you have a good knowledge of the Spanish sociology? Do you have a good knowledge of the Spanish anthropology? Do you have a good knowledge of the Spanish psychology? Do you have a good knowledge of the Spanish medicine? Do you have a good knowledge of the Spanish health care? Do you have a good knowledge of the Spanish education? Do you have a good knowledge of the Spanish culture?

TASMANIAN COLLEGE OF ADVANCED EDUCATION (AUSTRALIA) DIVISION OF TEACHER EDUCATION

OVERSEAS DIVISIONAL FELLOW IN EDUCATION

The Bachelor of Education Committee, in conjunction with the E.E.C. is running a Pilot Project on Mother-Tongue teaching in several Lower Schools in Bedford.

The post involves teaching Italian to 5-7 year old Italian children.

Applicants must have an excellent command of Italian as well as the ability to teach this age group and work with Heads and teachers from the Schools involved in the project. Team members are given time in which to prepare original teaching materials as part of the project, and to consult with Schools staff.

Application forms and further particulars obtainable from D. P. J. Stovning, M.A., Chief Education Officer, County Hall, Bedford, S.A.E. please. Closing date 20th June, 1977.

KENT County Council Education Department

SENIOR ASSISTANT EDUCATION OFFICER FURTHER EDUCATION

£8,489 (inclusive of salary supplement)—£9,088

Applicants are invited for this post which becomes vacant due to the appointment of the present holder as Deputy Chief Education Officer with another Authority.

Applicants should be graduates with senior administrative and teaching experience. The person appointed will have overall responsibility to the County Education Officer for the work of Further Education establishments in the County, for the Initial and In-service training of teachers, for the Adult Education and Youth and Community Services, and for Further and Higher Education awards.

Application forms and further particulars obtainable from W. H. Peilly, County Education Officer (Ref. G), Springfield, Maidstone, ME14 2LJ.

Man and Wife Teaching Team Indonesia

PT INTERNATIONAL NICKEL INDONESIA, a subsidiary of Inco Limited, the world's largest nickel producer, is developing a major mining project on the island of Sulawesi, Indonesia. The project area is remote and hitherto undeveloped. Major infrastructure services including educational facilities have therefore been provided by the Company.

We now seek a married couple who are both teachers to take a broad range of subjects, to contribute to curriculum development, to assist with, for example, Arts and Crafts, Music and Physical Education, and to be involved in extra-curricular activities which are particularly important in such a location.

It is envisaged that the wife will take the first three years of primary school and will be a qualified infant teacher while the husband will take from 4th year primary to 1st or 2nd year secondary, and will be a qualified primary teacher.

Basic salaries (taxable) for these positions will be less than US \$9500 for the infant teacher and less for the primary teacher plus in each case a tax-free overseas allowance of 35% of basic salary. The assignment is for a two-year period with mid-term Home Leave plus local leave with generous travel and subsistence allowances. Excellent fully-furnished housing is available at the site.

Please apply in writing giving brief details of qualifications and experience to:

The Personnel Administrator, Inco Europe Limited, Thames House, Millbank, London SW1P 4QP.

Inco

INCO EUROPE LIMITED
Thames House, Millbank, London SW1P 4QP.

Bedfordshire

E.E.C. Mother Tongue and Culture Project

Required for September, 1977.

Teacher of Italian, Scale 3

The Bedfordshire Education Committee, in conjunction with the E.E.C., is running a Pilot Project on Mother-Tongue teaching in several Lower Schools in Bedford.

The post involves teaching Italian to 5-7 year old Italian children.

Applicants must have an excellent command of Italian as well as the ability to teach this age group and work with Heads and teachers from the Schools involved in the project. Team members are given time in which to prepare original teaching materials as part of the project, and to consult with Schools staff.

Application forms and further particulars obtainable from D. P. J. Stovning, M.A., Chief Education Officer, County Hall, Bedford, S.A.E. please. Closing date 20th June, 1977.

KENT County Council Education Department

SENIOR ASSISTANT EDUCATION OFFICER FURTHER EDUCATION

£8,489 (inclusive of salary supplement)—£9,088

Applicants are invited for this post which becomes vacant due to the appointment of the present holder as Deputy Chief Education Officer with another Authority.

Applicants should be graduates with senior administrative and teaching experience. The person appointed will have overall responsibility to the County Education Officer for the work of Further Education establishments in the County, for the Initial and In-service training of teachers, for the Adult Education and Youth and Community Services, and for Further and Higher Education awards.

Application forms and further particulars obtainable from W. H. Peilly, County Education Officer (Ref. G), Springfield, Maidstone, ME14 2LJ.

LIBYA OIL OPPORTUNITIES and YOU A GREAT COMBINATION!

MECHANICAL TRADES INSTRUCTOR ELECTRICAL TRADES INSTRUCTOR INSTRUMENT TRADES INSTRUCTOR

These instructors will be responsible for preparing training programmes for the new recruits, and for giving practical instruction to the trainees.

These instructors must have had 12 years schooling and 2 years formal technical training in their own trades. A minimum of 2 years' experience in the trade and trade industry is essential.

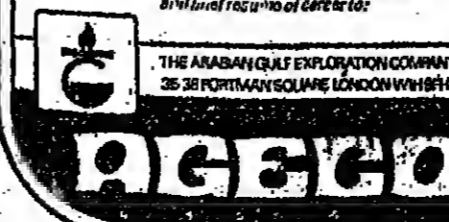
Salary range £9,500 - £10,500 p.a.

As well as competitive salaries within the range shown, other benefits include:

- Attractive field leave scheme: 35 work days in field followed by 28 days field break with free passage to country of domicile.
- 90% net salary transfer.
- Free messing, accommodation and laundry services.
- Free medical care and life insurance whilst employed by AGECO.

Please write giving Ref. 17ES/177 at the top of the reply, and enclosing details of qualifications and experience to:

THE ARABIAN GULF EXPLORATION COMPANY (UK) LTD. 26, PORTMAN SQUARE LONDON W1H 2EN ENGLAND



Administration Local Education Authority

Berkshire

Applications are invited for the post of Chief Education Officer in the County of Berkshire. The holder of this post will have overall responsibility for the education of children in the County.

Applicants should be graduates with extensive administrative and educational experience. The person appointed will have overall responsibility for the education of children in the County.

Application forms and further particulars obtainable from the Director of Education, County Hall, Reading, RG1 2BB.

Derbyshire

Applications are invited for the post of Chief Education Officer in the County of Derbyshire. The holder of this post will have overall responsibility for the education of children in the County.

Applicants should be graduates with extensive administrative and educational experience. The person appointed will have overall responsibility for the education of children in the County.

Application forms and further particulars obtainable from the Director of Education, County Hall, Derby, DE1 2LH.

Islington

Applications are invited for the post of Chief Education Officer in the London Borough of Islington. The holder of this post will have overall responsibility for the education of children in the Borough.

Applicants should be graduates with extensive administrative and educational experience. The person appointed will have overall responsibility for the education of children in the Borough.

Application forms and further particulars obtainable from the Director of Education, County Hall, Islington, N15 6BT.

North West Thames Regional Health Authority

Applications are invited for the post of Chief Education Officer in the North West Thames Regional Health Authority. The holder of this post will have overall responsibility for the education of staff in the Authority.

Applicants should be graduates with extensive administrative and educational experience. The person appointed will have overall responsibility for the education of staff in the Authority.

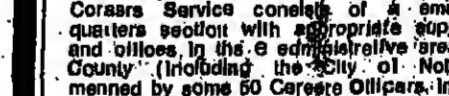
Application forms and further particulars obtainable from the Director of Education, County Hall, North West Thames, London, EC1A 1AA.

Nottinghamshire

Applications are invited for the post of Chief Education Officer in the County of Nottinghamshire. The holder of this post will have overall responsibility for the education of children in the County.

Applicants should be graduates with extensive administrative and educational experience. The person appointed will have overall responsibility for the education of children in the County.

Application forms and further particulars obtainable from the Director of Education, County Hall, Nottingham, NG1 4EP.



Nottinghamshire County Council

JUNIOR TEACHERS MIDDLE EAST

Primary trained teachers required for established English Community School in Abu Dhabi, United Arab Emirates. To include a teacher with recent experience of the Common Entrance examination / boarding school only examinations for boys and girls; a form teacher with experience of and an interest in teaching Music; class teachers currently teaching 7 to 11-year-old children.

Applicants (aged 25-45) must have a minimum of five years' relevant and current teaching experience and be of unimpaired status.

Two-year contract with bonus on completion; approximately 50 days' annual home leave with paid passage to the UK; competitive remuneration; credit allowance; free furnished, air conditioned accommodation provided.

Applications to be received not later than 5th July for interviews to be held in London during the week commencing 18th July, 1977.

Please write giving details of age, qualifications and experience to date, to Box TES 2837, The Times, WC1X 9E2.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

TRAINEE CAREERS OFFICERS (five posts)

These posts are suitable for persons with successful employment experience and/or graduate qualifications or equivalent. Those appointed will be seconded on salary to a full-time course of training and, on successful completion, appointed to posts in the County's Careers Service. Salary during training scale is £2,341, on appointment, salary in scale to £4,914. Salaries shown include supplement.

Generous settling-in allowance in appropriate cases.

Further particulars and application form returnable by 24 June from W. H. Peilly, County Education Officer (Ref. CB), Springfield, Maidstone ME14 2LJ.

Area School Meals Adviser

based on the EAST DEVON AREA EDUCATION OFFICE, 7 DORSETT GREEN, EXETER, SALARY £6,357-£7,845 plus supplement plus annual £312 per annum. Applicants must hold a recognised qualification. Experience of large scale catering, preferably including a period in the School Meals Service of a local authority, is an advantage.

Application forms and further particulars available from the CHIEF EDUCATION OFFICER, COUNTY HALL, TQDSHAM ROAD, EXETER, (Tel: 0352 77977, Ext. 384) for return by 30th June, 1977.

DEVON

COUNTY OF AVON Education Service

SENIOR ADVISER

Nursery/Infant Education
Salary scale: Southbury Headteacher Group 10 (0-4) £7,455-£8,115 plus £312 p.p. Supplement.


ADVISER

Nursery/Infant Education
Salary scale: Southbury Headteacher Group 9 (0-4) £6,869-£7,593 plus £312 p.p. Supplement.

Candidates will be expected to have had wide teaching experience, a sound knowledge of current educational thought and practice, particularly in the Nursery/Infant Sector and, for the senior appointment, preferably some advisory service experience.

Further details and application forms returnable by 24 June, from Director of Personnel (Ref. AD589) 70th, Apollo House, The Haymarket, Bristol BS1 9YS. Please quote ref. no. EDU 1329.

Handwritten Arabic text: ايدو



ODM
HELPING NATIONS HELP THEMSELVES

ADMINISTRATION General continued

DIocese of Truro... ADVISORY HELIQUOUS... Child Care

Child Care

ISLINGTON... DEPUTY SUPERINTENDENT... WILTSHIRE... WILTSHIRE CHILDREN'S HOLIDAYS

WILTSHIRE CHILDREN'S HOLIDAYS

WILTSHIRE CHILDREN'S HOLIDAYS... WILTSHIRE CHILDREN'S HOLIDAYS

Educational Psychologists

OXFORDSHIRE... SPAYFORDSHIRE... MISCELLANEOUS... SOUTH...

Examiners

THE ASSOCIATED EXAMINING BOARD FOR THE GENERAL CERTIFICATE IN EDUCATION

Librarians

LANCASTER... LANCASTER... LANCASTER

Ancillary Services

AVON... AVON... AVON... AVON

Educational Psychologists

OXFORDSHIRE... SPAYFORDSHIRE... MISCELLANEOUS... SOUTH...

POWERSMOUTH (City of) DEPARTMENT OF LEISURE

POWERSMOUTH (City of) DEPARTMENT OF LEISURE... POWERSMOUTH (City of) DEPARTMENT OF LEISURE

DOUGCASTER EDUCATION COMMITTEE

DOUGCASTER EDUCATION COMMITTEE... DOUGCASTER EDUCATION COMMITTEE

LANCASHIRE

LANCASHIRE... LANCASHIRE... LANCASHIRE

LANCASHIRE

LANCASHIRE... LANCASHIRE... LANCASHIRE

ENGLISH LANGUAGE FOR CHILDREN

ENGLISH LANGUAGE FOR CHILDREN... ENGLISH LANGUAGE FOR CHILDREN

ENGLISH TODAY

ENGLISH TODAY... ENGLISH TODAY... ENGLISH TODAY

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE... EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE... EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

Educational Courses

CENTRAL LONDON... CENTRAL LONDON... CENTRAL LONDON

ENGLISH TODAY

ENGLISH TODAY... ENGLISH TODAY... ENGLISH TODAY

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE... EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE... EUROPEAN LANGUAGE AND EDUCATIONAL CENTRE

SUMMER CRASH COURSE

SUMMER CRASH COURSE... SUMMER CRASH COURSE... SUMMER CRASH COURSE

EDUCATIONAL COURSES

EDUCATIONAL COURSES... EDUCATIONAL COURSES... EDUCATIONAL COURSES

EDUCATIONAL COURSES

EDUCATIONAL COURSES... EDUCATIONAL COURSES... EDUCATIONAL COURSES

EDUCATIONAL COURSES

EDUCATIONAL COURSES... EDUCATIONAL COURSES... EDUCATIONAL COURSES

PERSONAL

PERSONAL... PERSONAL... PERSONAL

PERSONAL

PERSONAL... PERSONAL... PERSONAL

PERSONAL

PERSONAL... PERSONAL... PERSONAL

PERSONAL

PERSONAL... PERSONAL... PERSONAL

MAKE MONEY BY WRITING

MAKE MONEY BY WRITING... MAKE MONEY BY WRITING... MAKE MONEY BY WRITING

PERSONAL LOANS

PERSONAL LOANS... PERSONAL LOANS... PERSONAL LOANS

PERSONAL LOANS

PERSONAL LOANS... PERSONAL LOANS... PERSONAL LOANS

PERSONAL LOANS

PERSONAL LOANS... PERSONAL LOANS... PERSONAL LOANS

For Sale and Wanted and Postal Shopping

For Sale and Wanted and Postal Shopping... For Sale and Wanted and Postal Shopping

ATTENTION GROUP ORGANIZERS

ATTENTION GROUP ORGANIZERS... ATTENTION GROUP ORGANIZERS

INTERNATIONAL LANGUAGE CLUB

INTERNATIONAL LANGUAGE CLUB... INTERNATIONAL LANGUAGE CLUB

INTERNATIONAL LANGUAGE CLUB

INTERNATIONAL LANGUAGE CLUB... INTERNATIONAL LANGUAGE CLUB

Holidays and Accommodation

Holidays and Accommodation... Holidays and Accommodation

RECEPTION/INFANT TEACHERS

RECEPTION/INFANT TEACHERS... RECEPTION/INFANT TEACHERS

SAVE UP TO ON RECOMMENDED RETAIL PRICES

SAVE UP TO ON RECOMMENDED RETAIL PRICES... SAVE UP TO ON RECOMMENDED RETAIL PRICES

SAVE UP TO ON RECOMMENDED RETAIL PRICES

SAVE UP TO ON RECOMMENDED RETAIL PRICES... SAVE UP TO ON RECOMMENDED RETAIL PRICES

SURREY COUNTY COUNCIL

SURREY COUNTY COUNCIL... SURREY COUNTY COUNCIL

PERIPATETIC INSTRUMENTAL TEACHER OF THE CELLO

PERIPATETIC INSTRUMENTAL TEACHER OF THE CELLO... PERIPATETIC INSTRUMENTAL TEACHER OF THE CELLO

PERIPATETIC INSTRUMENTAL TEACHER OF THE CELLO

PERIPATETIC INSTRUMENTAL TEACHER OF THE CELLO... PERIPATETIC INSTRUMENTAL TEACHER OF THE CELLO

Require Teachers of English as a Foreign Language

Require Teachers of English as a Foreign Language... Require Teachers of English as a Foreign Language

Require Teachers of English as a Foreign Language

Require Teachers of English as a Foreign Language... Require Teachers of English as a Foreign Language

Somerset EDUCATIONAL & CULTURAL SERVICES COMMITTEE EDUCATIONAL PSYCHOLOGIST

THE D.L.P. ADVENTURE CENTRE... THE D.L.P. ADVENTURE CENTRE

ROSS McWHIRTER MEMORIAL ESSAY... Prizes of £500, £250, £100, £50

EDUCATION DEPARTMENT SENIOR EDUCATIONAL PSYCHOLOGIST... Well qualified Educational Psychologists

Home Exchange Holidays... VALDEVILLE 928

Belfast Education and Library Board CITY OF BELFAST SCHOOL OF MUSIC Instrumental Specialists

Things rank and gross in nature

Robin Wood reviews 'Seven Beauties'

Lina Wertmüller's Seven Beauties is a film to which it is permissible to say that it is either extraordinary or execrable. I find it surprising that its critical reception in Britain has been so mixed...



Fernando Rey as Pedro.

One might, unfortunately, expect that the fact that the film was written by a woman would give critics eager to express their freedom from male chauvinism a predisposition to politeness, and end any possible account for the general inhibition of denunciation...

these are motivated by "honour", survival, or the satisfaction of basic needs. The film never allows us to find him simply disgusting...

at worst a terrible perversion (Nazism). The film might be seen as proposing the obverse of the famous line in Straw Dogs, "Rais is life": life is rats...

Seven Beauties has been described as "a hymn to survival at all costs" but this is an extreme simplification. Pasquall's ability to survive is presented at all points critically and ironically...

Central to the film is Pasquall's sexuality which is anything but orderly. Wertmüller is obviously impressed by it, in a characteristically ambivalent way...

and subjected to electric shocks. It is perhaps the most hideous episode in a film that is nowhere concerned in spare the spectator embarrassment or discomfort. Yet it is the inextinguishability of his sexual drive that enables Pasquall to survive...

The encounters with the suralist and the anarchist make the real thrust of the film clear. When Pasquall tells the former that Mussolini "put everything in order"...

The encounters with the suralist and the anarchist make the real thrust of the film clear. When Pasquall tells the former that Mussolini "put everything in order"...

Sounds and sweet airs

Robin Macgpie on 'Pro Corda'

Pro Corda's spring concert (May 28 in the Old Hall, Lincoln's Inn) was the occasion for some spirited babbling in connexion with the association's present appeal for funds to acquire a permanent home in Leiston Abbey House, Suffolk...

Pro Corda is a national institution dedicated to developing chamber music skills in young string players. At a time when the country nationally is suffering a shortage of good professional string players, such an organization deserves every support...

Not everything is perfect, of course. While still seem to be in short supply, and also in need of a little more confidence. I am a little uneasy, too, at what seems to be a concentration on a very limited repertoire, and associated technical skills, which by now is somewhat inflexible and out-of-date...

It was clear that an important element in a successful ensemble playing and a potent factor in keeping up morale, must be the quality of the instrument itself. Many young-

sters were evidently fortunate in having very fine, and often very old instruments on which to learn. Not all, however, have to be rare and precious to sound well, as was demonstrated by one robustly-toned young cellist, Hamish Walker, playing with infectious humour...

The quality of ensemble playing is the more remarkable when one considers that many of the young players have to travel long distances across the country to attend rehearsals—the sort of burden musicians leave to put up with, but one usually ignored by the education authorities...

Not everything is perfect, of course. While still seem to be in short supply, and also in need of a little more confidence. I am a little uneasy, too, at what seems to be a concentration on a very limited repertoire, and associated technical skills, which by now is somewhat inflexible and out-of-date...

The purchase of Leiston Abbey House may enable Pro Corda to give more attention to fringe and content of instruction as well as style. It is also necessary for the retention of a high degree of duty to new music as well.

Dory on tour

Christopher Griffin-Beale

Dory Provi's recent concert tour has enhanced the reputation of one of the USA's finest singer-songwriters, who has attracted a small but intense following by the directness, subtlety and wit with which she communicates her feelings and fears...

Her moody father, worried he might be sterile after being gassed in the war, was never convinced she was actually his, one once checked her and her mother for weeks in one room. Her faith in him—and in flying—was forever shattered when she witnessed the crash of the Hindenburg, whose safety he had extolled...

The songs may have helped resolve some of her problems, but that would not commend them to our attention if she did not in them

confront so many contemporary opposites and contradictions. She is a witness of emotional paradox and of the dramatic monologue. Both are evident in "Lady with the Hairs", the song that first attracted me to her work (and the only one to include any substantial lyrics)...

The emotional turns are underlined by her reflections, by her gentle cries in "Would you care to stay till sunrise, it's completely your decision" and by the sweet melody counterpointing the woman's sense confusion.

Perhaps the best introduction to her work is the 1971 film, The Girl on the Train (UAS 30070), a selection from her earlier United Artists albums, of which my favourite remains Mythical Kings and Queens (UAS 29186).

Musical appetisers

Bech and Chopin (Clive Bingley £3.25 each), two recent attempts to inform educated concertgoers who have not so far been inspired to do any research into these composers. They give a brief account of the composers' lives, some contemporary criticism, and a list of biographies, all of which help to illuminate certain characteristics of their music.

mination with which the composer pursued his art. In Chopin Derek Malvern refutes the myth about frailty for which he blames George Sand and tells us of an altogether more vibrant, romantic, and successful life. The book's function, however, seems ambiguous: it combines information that is essentially for the concertgoer with a small amount of specialist material including lists of editions and recordings.

Child art

Analyzing Children's Art by K. Kellogg, Muller Ed. Ltd.

Deuchamner of the Daily Telegraph and a fine line in children's titles, I recall P. J. Pevsner's Girl in Song and A. L. Hodgson's Paintings and Children's Art by Rhoda Kellogg, like vintage Leachman, in fact a real book, recently published...

Ms Kellogg is well known for her work on children's art. Her book is a collection of drawings of over 60 children. The first short chapter largely as an introduction to the author's obsession with the child and the ways in which he or she is related to it. Her text is so drawn out in the opening paragraph of the first part of the book that it is almost impossible to read...

Programme was right not to be covering the issues. Indeed the television coverage, of the only previously seen one, Angela Pope's dramatized version of the public reaction to the Rapoport's publication, is a welcome addition to the material available on the subject. The book's function, however, seems ambiguous: it combines information that is essentially for the concertgoer with a small amount of specialist material including lists of editions and recordings.

Language boost

Jan Hill

Television broadcasts are a highly effective way of adding context and colour to language teaching. It is virtually tripling the number of programmes available. It is a pity that it is not being used to its full potential...

The oral examination was a good idea, but it was spoiled by the lack of unity between the visual and what was being said—particularly when the candidate was labouring through a description of a picture which was not his own.

introduced some simple French scenes pitched at just the right level. The camera counteracted the claustrophobia of everyday situations and then wandered over village scenes with voice-over commentary. There is plenty of material here for the teacher.

In the second part we get film of a candidate performing at an oral together with a lecture on pronunciation from Max Ballancourt. Some of the graphics on clisions and word associations made their point effectively.

The oral examination was a good idea, but it was spoiled by the lack of unity between the visual and what was being said—particularly when the candidate was labouring through a description of a picture which was not his own.



Big brother

Betka Zamoyska

Rainbow has a new baby in one of a series of documentaries aimed at pre-school children who may have already seen the previous film: Rainbow goes to hospital and Rainbow starts school.

It is being put out by Thames on all the networks at 4.45 pm today. The idea behind the film is to help children through events in their early life which they could find difficult to cope with.

Fields of vision

Mary Waring

The Human Eye, 1976. 15 minutes running time. Distributed by Gateway Educational Media, St. Lawrence House, 29/31 Broad Street, London, WC1E 7JF.

This film attempts to add interesting and real-life material to biophysics. It starts by underlining the importance of vision in human activities and then goes on to show how stereoscopic vision makes for the precision necessary in the way of life for instance, hunting animals like the cat, while a wide field of vision is essential for survival in their prey, such as birds.

The film then looks at the integration in memory of visual with auditory and olfactory information. It is a pity that the film does not mention the diagram which ought to be revised to make quite clear the defraction of light by cornea, lens and correcting lens to bring the image to clear focus on the retina.

ained to keep most of the benefit for himself. When his mother goes into hospital, Gray cannot stay to look after Dominic. He is now all concerned about this because his mother explained that it would happen a long time in advance. When Felicity finally arrives, Dominic is rather disappointed.

Unfortunately the film does not show Mrs North breast feeding her baby, for medical reasons, she was unable to do so. As we were disappointed on Dominic's relationship with his family, we had to leave breast feeding out."

It is interesting to see how Mrs North, who was very intelligent and sensitive mother. The way she prepared Dominic for the baby's arrival and involved him in the whole process, would be helpful to other mothers watching the programme.

The film stresses the role Mrs North plays in the family. When his wife is in hospital he does all the household chores and takes care in giving Dominic plenty of attention when his wife is busy with Felicity.

Briefings

Radio & TV

OU and FE Ceremony and the Citizen (Saturday 13.55, Tuesday 07.30 BBC2). An examination of the public ceremony in the lives of medieval English town dwellers. Introduction to Arabic (Sunday 14.30 Radio 3).

For schools Finding Out (Monday 9.30, Wednesday 11.00 ITV). "Finding out about" Finding Out, seven age eight-year-olds and behind the scenes for the next two weeks. The production team is seen at work.

Two-part reconstruction of the journey of a French long-distance lorry driver. Speak (Monday 14.30 VHF 4). In "The American Connection" 14 to 16-year-olds examine the North American words appearing in our daily language.

The last of this term's plays concentrates on Nick and his first few days away from home, in a hostel. For 11 to 14-year-olds, Exploring Science (Wednesday, 11.00 BBC 1). Children to 13-year-olds look at the curious behaviour of birds and mammals.

The OU on Tyndale

Grozny

William Tyndale, the University of Oxford, was interviewed at Tyndale House last week, consisted of interviews with all the major members of the faculty, including his impolitic role in the development of his school with society, and a detailed census of the faculty.

The different uses of the term "democracy" by all involved could sustain an entire case study in political philosophy. Mrs Walker invoked the term in a number of places, and claimed that Tyndale was "contrary to the democratic tradition which were established as far back as Croftwell".

Fields of vision

Mary Waring

The Human Eye, 1976. 15 minutes running time. Distributed by Gateway Educational Media, St. Lawrence House, 29/31 Broad Street, London, WC1E 7JF.

This film attempts to add interesting and real-life material to biophysics. It starts by underlining the importance of vision in human activities and then goes on to show how stereoscopic vision makes for the precision necessary in the way of life for instance, hunting animals like the cat, while a wide field of vision is essential for survival in their prey, such as birds.

The film then looks at the integration in memory of visual with auditory and olfactory information. It is a pity that the film does not mention the diagram which ought to be revised to make quite clear the defraction of light by cornea, lens and correcting lens to bring the image to clear focus on the retina.

Fields of vision

Mary Waring

The Human Eye, 1976. 15 minutes running time. Distributed by Gateway Educational Media, St. Lawrence House, 29/31 Broad Street, London, WC1E 7JF.

This film attempts to add interesting and real-life material to biophysics. It starts by underlining the importance of vision in human activities and then goes on to show how stereoscopic vision makes for the precision necessary in the way of life for instance, hunting animals like the cat, while a wide field of vision is essential for survival in their prey, such as birds.

The film then looks at the integration in memory of visual with auditory and olfactory information. It is a pity that the film does not mention the diagram which ought to be revised to make quite clear the defraction of light by cornea, lens and correcting lens to bring the image to clear focus on the retina.

Fields of vision

Mary Waring

The Human Eye, 1976. 15 minutes running time. Distributed by Gateway Educational Media, St. Lawrence House, 29/31 Broad Street, London, WC1E 7JF.

This film attempts to add interesting and real-life material to biophysics. It starts by underlining the importance of vision in human activities and then goes on to show how stereoscopic vision makes for the precision necessary in the way of life for instance, hunting animals like the cat, while a wide field of vision is essential for survival in their prey, such as birds.

The film then looks at the integration in memory of visual with auditory and olfactory information. It is a pity that the film does not mention the diagram which ought to be revised to make quite clear the defraction of light by cornea, lens and correcting lens to bring the image to clear focus on the retina.